

SCHOOL IMPROVEMENT PLAN

Dawson County Schools

School Improvement Plan

1. GENERAL IMPROVEMENT PLAN INFORMATION

<i>District Name</i>	Dawson County School System
<i>School Name</i>	Dawson County Junior High School
<i>Team Lead</i>	Jeff Clapper
<i>Position</i>	Principal
<i>Email</i>	jclapper@dawson.k12.ga.us
<i>Phone</i>	706-216-5801 x 1810

Federal Funding Options to Be Employed (SWP Schools) in This Plan (Select all that apply)	
	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems ONLY
	"Fund 400" - Consolidation of Federal funds only

Factor(s) Used by District to Identify Students in Poverty (Select all that apply)	
	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

**SCHOOL IMPROVEMENT PLAN
2.2 OVERARCHING NEED
#1**

Overarching Need	
Improve the EOG/EOC level 2,3,4 percentage of all students in math.	
Root Cause #1	Students with disabilities traditionally score low in this content area.
Root Cause #2	Regular Education students traditionally struggle with 8th grade math concepts.
Root Cause #3	Extended day participants are limited due to lack of transportation.
Root Cause #4	Inconsistent RTI process and procedures.
GOAL	Increase the percentage of students performing at levels 2, 3, 4 on state math assessments by 3% All Student Baseline: 80% Goal 83%

**SCHOOL IMPROVEMENT PLAN
2.3 OVERARCHING NEED
#2**

Overarching Need	
Improve the Lexile score of all 8th and 9th grade students.	
Root Cause #1	Due to shift in 8th curriculum students do not have the opportunity to read freely. Example: novel studies
Root Cause #2	Not enough cross-curricular reading is occurring in the school.
Root Cause #3	Traditional print resources are not as available in years past. Use of technology could replace this need.
Root Cause #4	Students are not familiar with Lexile scores and how they compare.
GOAL	Increase the percentage of students reading at or above grade level by 3% All Student Baseline from 16-17 GMAS: 83% Goal 86%

**SCHOOL IMPROVEMENT PLAN
2.2 OVERARCHING NEED
#3**

Overarching Need	
Improve Physical Science EOC scores against district, RESA, and state data	
Root Cause #1	2016-17 New teacher in this subject. PL and feedback was given.
Root Cause #2	2017-18 will be testing year for increased numbers of on-level students.
Root Cause #3	Students traditionally have difficulty with math related to Physical Science.
Root Cause #4	Students have no prior background in content area.
GOAL	Increase the percentage of 8/9 students scoring developing and above on the Physical Science EOC by 3% based on 2016/2017 semester HS average Base Line Data: 72.5% Goal 76% (Based on 2016-2017-semester HS average.

COHERENT INSTRUCTIONAL SYSTEM

GOAL Increase the percentage of students performing at levels 2, 3, 4 on state Math assessments by 3%
8th Grade Math Baseline: 80% Goal 83%: 9th Grade Coordinate Algebra 85.5% Goal 88.5%

Align to Strategic Plan Goal Area: Student Performance and Success - Performance Objective #4 Increase student performance

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation		Position/Role Responsible
		b. Method for Monitoring		
1. Teachers in grades 8 will analyze quarterly assessments data using the DT4L Process to differentiate and drive instruction	Local Funds Title I-A	a.	August 2017 - May 2018 (Quarterly)	Administrative Team
		b.	DT4L Meeting Minutes, sign-in sheets, DQA Data charts showing number of students scoring 70 or higher	
2. Teachers in grades 8/9 will analyze summative assessments data using the DT4L Process	Local Funds Title I-A	a.	August 2017 - May 2018 (Quarterly)	Administrative Team
		b.	DT4L Meeting Minutes, sign-in sheets, DQA Data charts showing number of students scoring 70 or higher	
3. Teachers in EOC Math courses will analyze USA Test prep benchmark data using the DT4L Process	Local Funds Title I-A	a.	August 2017 - May 2018 (Quarterly)	Administrative Team
		b.	DT4L Meeting Minutes, sign-in sheets, DQA Data charts showing number of students scoring 70 or higher	
4. Instructional Technology Coaches will provide professional learning in the use of Go Math, Classworks, and the MAP assessment	Local Funds Title I-A	a.	August 2017 - May 2018	Administrative Team
		b.	Agenda, Sign-in sheets	
5. Instructional Technology Coaches will support the use of effective math instruction by modelling lessons and providing feedback.	Local Funds Title I-A	a.	August 2017 - May 2018	Administrative Team
		b.	In classroom log	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
No additional support required for this subgroup	The homeless/foster liaison will provide support to content teachers as needed.

English Learners	Migrant
-------------------------	----------------

ESOL lead teacher will be able to provide support to content teacher.	Flexible scheduling and credit recovery options available as needed.
Race/Ethnicity/Minority	Students with Disabilities
No additional support required for this subgroup	SWD teachers will be able to provide support to content teachers.

EFFECTIVE LEADERSHIP

GOAL	Provide support, guidance, and professional learning to instructional staff to increase the percentage of students performing at levels 2,3,4 on state Math assessments by 3%
-------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Align to Strategic Plan	Goal Area: Student Performance and Success - Performance Objective #4 Increase student performance
--------------------------------	----------------------------------------------------------------------------------------------------

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps		Possible Funding Source(s)	a. Timeline for Implementation		Position/Role Responsible
			b. Method for Monitoring		
1.	Review and implement more cohesive RTI process.	Local funds	a.	August 2017 - May 2018 (Monthly meetings)	Administrative Team
			b.	Agenda, sign in sheets, artifacts (created documents)	
2.	Share school data for student math achievement results.	Local funds	a.	August 2017	Administrative Team
			b.	Agenda, sign in sheets, artifacts (created documents)	
3.	Provide professional learning communities for grade level and departmental collaborations.	Local funds	a.	FY18 - Quarterly departmental reports	Administrative Team
			b.	Agenda, Sign-in sheet, artifacts/evidence	
4.	Communicate expectations for math best teaching practices.	Local funds	a.	August 2017 - May 2018	Administrative Team
			b.	Agenda, Sign-in sheet, artifacts/evidence	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
No additional support required for this subgroup	Share math achievement data and demonstrate how to identify specific students who are performing below grade level

English Learners	Migrant
Share math achievement data and demonstrate how to identify specific students who are performing below grade level	Share math achievement data and demonstrate how to identify specific students who are performing below grade level

Race/Ethnicity/Minority	Students with Disabilities
Share math achievement data and demonstrate how to identify specific students who are performing below grade level	Share math achievement data and demonstrate how to identify specific students who are performing below grade level

PROFESSIONAL CAPACITY

GOAL	All math and math support staff will be able to identify students performing below grade level and utilize research based instructional strategies to support the learning of math
-------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Align to Strategic Plan	Goal Area: Student Performance and Success - Performance Objective #4 Increase student performance
--------------------------------	----------------------------------------------------------------------------------------------------

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps		Possible Funding Source(s)	a. Timeline for Implementation		Position/Role Responsible
			b. Method for Monitoring		
1.	Attend professional learning workshops to learn how to identify students performing below grade level in math and use of effective instructional strategies	Local Funds	a.	August 2017	Administrative Team
			b.	Agenda, sign in sheets, presentation/handouts, student roster submitted to administration, TKES	
2.	Instructional staff will participate in professional learning in DOK to effectively differentiate instruction.	Local Funds	a.	August 2017 - May 2018 (Quarterly)	Administrative Team
			b.	Lesson Plans, TKES Observations, walkthroughs	
3.	Attend vertical and horizontal PLCs to discuss achievement data and effective/ineffective implementation of research-based strategies.	Local Funds	a.	August 2017 - May 2018 (Quarterly)	Administrative Team
			b.	Agendas, Sign in sheets, meeting minutes	
4.	Instructional Technology Coach will support the use of effective instructional strategies by modelling lessons and providing feedback.	Local Funds	a.	August 2017 - May 2018	Administrative Team
			b.	In-classroom log	
5.	Instructional Technology Coaches will provide professional learning in the use of myON, Classworks, and the Map Assessment.	Local Funds	a.	August 2017 - May 2018	Administrative Team
			b.	Agenda, sign-in sheets	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
No additional support required for this subgroup	The homeless/foster liaison will provide support to content teachers as needed.

English Learners	Migrant
ESOL lead teachers will be able to provide support to content teachers	Flexible scheduling and credit recovery options available as needed
Race/Ethnicity/Minority	Students with Disabilities
No additional support required for this subgroup	SWD teachers will be able to provide support to content teachers

FAMILY and COMMUNITY ENGAGEMENT

GOAL	All parents will understand strategies that can be utilized at school and home to support improvement in math
<i>Align to Strategic Plan</i>	Goal Area: Student Performance and Success - Performance Objective #4 Increase student performance

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation		Position/Role Responsible
		b. Method for Monitoring		
1. School will communicate math achievement levels using formative/summative assessment data reports (MAP assessment) to parents.	Local Funds	a.	September 2017 - May 2018 (within 1 week after assessment)	Administrative Team
		b.	RTI running record sheet/documentation	
2. School will provide an opportunity for parents to learn about strategies that can be used at home to support math.	Local Funds	a.	August 2017 - May 2018 (Quarterly)	Administrative Team
		b.	Sign in sheets, evidence of communication efforts	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
School will provide flexible meeting/learning opportunities that will accommodate non-traditional work schedule.	Utilize the homeless/foster liaison to assist with transportation and/or communication.
English Learners	Migrant
Provide a translator and/or translation service to make oral and written communication accessible in native language.	School will provide flexible meeting/learning opportunities that will accommodate non-traditional work schedule.
Race/Ethnicity/Minority	Students with Disabilities
No additional support needed for this subgroup.	SPED Lead Teachers will provide additional support to families of exceptional students.

SUPPORTIVE LEARNING ENVIRONMENT

GOAL	All students will understand their current math performance level and how to set individual goals for monitoring their own progress.
-------------	--------------------------------------------------------------------------------------------------------------------------------------

Align to Strategic Plan		Goal Area: Student Performance and Success - Performance Objective #4 Increase student performance			
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.					
Action Steps		Possible Funding Source(s)	a. Timeline for Implementation		Position/Role Responsible
			b. Method for Monitoring		
1.	Schools will communicate current math performance level to all 8-9 students using formative/summative assessment data.	Local Funds	a.	August 2017 - May 2018 (within 1 week of assessment)	Administrative Team
			b.	Dated assurance of completion with student roster attached	
2.	Schools will teach students how to read/understand assessment summary reports.	Local Funds	a.	August 2017 - May 2018 (within 1 week of assessment)	Administrative Team
			b.	Dated assurance of completion with student roster attached	
3.	Schools will facilitate students in setting written goals for math improvement and monitor progress toward meeting goals.	Local Funds	a.	August 2017 - May 2018 (Quarterly)	Administrative Team
			b.	Dated assurance of completion with student roster attached	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?					
Economically Disadvantaged			Foster and Homeless		
No additional support required for this subgroup.			No additional support required for this subgroup.		
English Learners			Migrant		
Provide report in native language to greatest extent possible.			No additional support required for this subgroup.		
Race/Ethnicity/Minority			Students with Disabilities		
No additional support required for this subgroup.			Additional support will be provided based on IEP identified needs.		

COHERENT INSTRUCTIONAL SYSTEM

GOAL	Increase the percentage of students reading at or above grade level by 3% All Student Baseline from 16-17 GMAS: 83% Goal 86%
-------------	---------------------------------------------------------------------------------------------------------------------------------

Align to Strategic Plan Goal Area: Student Performance and Success - Performance Objective #4 Increase student performance

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation		Position/Role Responsible
		b. Method for Monitoring		
1. Use the assessment components in MyON to measure Lexiles.	Local Funds	a. 1X/month (desired) -1X/Quarter (required)	MyON usage and achievement reports: Teachers will chart the percent of students at their target Lexile level in Fall (Sept), Winter (December), and Spring (Early March).	Administrative Team
		b.		
2. Teachers will provide reading material within the student's Lexile level and monitor student reading in MyON.		a. 1X/month (desired) -1X/Quarter (required)	Lesson plans, Department Meeting minutes, quarterly MYON reports	Administrative Team
		b.		
3. Teachers will incorporate informational texts from myON into unit plans		a. 1X/month (desired) -1X/Quarter (required)	Lesson plans, Department Meeting minutes, quarterly MYON reports	Administrative Team
		b.		

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Individualized Learning Plan created inside ClassWorks based on NWEA MAP assessment screener.	Individual Learning Plan created inside ClassWorks based on NWEA MAP assessment screener.
English Learners	Migrant

Provide Rosetta Stone to all ESOL students to increase language acquisition.	Individual Learning Plan created inside ClassWorks based on NWEA MAP assessment screener.
Race/Ethnicity/Minority	Students with Disabilities
Individual Learning Plan created inside ClassWorks based on NWEA MAP assessment screener	Provide Wilson Reading and SuccessMaker interventions to SWDs identified as reading below grade level.

EFFECTIVE LEADERSHIP

GOAL Provide support, guidance, and professional learning to instructional staff to increase the percentage of 8th and 9th grade students reading at or above grade level by 3%

Align to Strategic Plan Goal Area: Student Performance and Success - Performance Objective #4 Increase student performance

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation		Position/Role Responsible
		b. Method for Monitoring		
1. Share school data for student reading level results.	Local Funds	a.	August 2017	Administrative Team
		b.	Agenda, sign-in sheet, PPT	
2. Provide professional learning communities and meeting dates and times for grade level and departmental planning for teachers and instructional leaders.	Local Funds	a.	FY18 - Quarterly	Administrative Team
		b.	Agenda, sign-in sheet, artifacts/evidence	
3. Communicate expectations for literacy best teaching practices.	Local Funds	a.	August 2017 - May 2018	Administrative Team
		b.	Agenda, sign-in sheet, artifacts/evidence	
4. Communicate expectations for MyON implementation.	Local Funds	a.	August 2017 - May 2018	Administrative Team/Leadership Team
		b.	Bi-monthly lesson plans, department meeting	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
No additional support required for this subgroup.	Share subgroup data and demonstrate how to identify specific students who are performing below grade level

English Learners	Migrant
Share subgroup data and demonstrate how to identify specific students who are performing below grade level	Share subgroup data and demonstrate how to identify specific students who are performing below grade level
Race/Ethnicity/Minority	Students with Disabilities
Share subgroup data and demonstrate how to identify specific students who are performing below grade level	Share subgroup data and demonstrate how to identify specific students who are performing below grade level

PROFESSIONAL CAPACITY

GOAL	All academic content-related staff will be able to identify students reading below grade and utilize research-based literacy strategies to support learning of reading.
-------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<i>Align to Strategic Plan</i>	Goal Area: Student Performance and Success - Performance Objective #4 Increase student performance
--------------------------------	----------------------------------------------------------------------------------------------------

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps		Possible Funding Source(s)	a. Timeline for Implementation		Position/Role Responsible
			b. Method for Monitoring		
1.	Attend professional learning workshops to learn how to identify student reading levels and use effective literacy strategies.	Local funds	a.	August 2017	Administrative Team
			b.	Agenda sign-in sheets, presentation/handouts, student roster, submitted to administration, TKES	
2.	Instructional staff will implement DOK literacy strategies to differentiate instruction to support all learners.	Local funds	a.	August 2017 - May 2018 (Quarterly)	Administrative Team
			b.	Lesson plans, TKES Observations, walkthroughs	
3.	Attend vertical and horizontal PLCs to discuss achievement data and effective/ineffective implementation of research based strategies.	Local funds	a.	August 2017 - May 2018 (Quarterly)	Administrative Team
			b.	Agenda, Sign-in sheets, meeting minutes	
4.	Instructional Technology Coach will provide professional learning in the use of MyON, Classworks, and the MAP Assessment.	Local funds	a.	Completed by September 30, 2017	Administrative Team
			b.	Agenda, sign-in sheets	
5.	Instructional Technology Coach will	Local funds	a.	August 2017 - May 2018	Administrative

support the use of effective literacy strategies by modelling lessons and providing feedback.	b.	In classroom log	Team
-----------------------------------------------------------------------------------------------	----	------------------	------

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
No additional support required for this subgroup	The homeless/foster liaison will provide support to content teachers as needed.
English Learners	Migrant
ESOL lead teachers will be able to provide support to content teachers.	Flexible scheduling and credit recovery options available as needed
Race/Ethnicity/Minority	Students with Disabilities
No additional support required for this subgroup	SWD teachers will be able to provide support to content teachers.

FAMILY and COMMUNITY ENGAGEMENT

GOAL All parents of students identified as reading below grade level will understand their child's reading level and strategies that can be utilized at school and home to support improvement in reading.

Align to Strategic Plan Goal Area: Student Performance and Success - Performance Objective #4 Increase student performance

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation		Position/Role Responsible
		b. Method for Monitoring		
1. The school will communicate reading achievement levels using formative/summative assessment data reports (MAP Assessment)	Local funds	a.	September 2017 - May 2018 (1 week after administration of assessment).	Administrative Team
		b.	RTI running record sheet/documentation	
2. The school will provide an opportunity for parents to learn about strategies that can be used at home to support reading.	Local funds	a.	August 2017 - May 2018 (Quarterly)	Administrative Team
		b.	Sign in sheets, evidence of communication efforts	
3. The school will provide resources to parents in print and electronic communications, online, and in the school learning commons.	Local funds	a.	August 2017 - May 2018 (Quarterly)	Leadership Team
		b.	Sign in sheets, evidence of communication efforts	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
School will provide flexible meeting/learning opportunities that will accommodate non-traditional work schedules.	Utilize the homeless/foster liaison to assist with transportation and/or communication.
English Learners	Migrant
Provide a translator and/or translation service to make oral and written communication accessible in native language.	School will provide flexible meeting/learning opportunities that will accommodate non-traditional work schedules.
Race/Ethnicity/Minority	Students with Disabilities
No additional support need for this subgroup.	SPED Lead Teachers will provide additional support to families of exceptional students.

SUPPORTIVE LEARNING ENVIRONMENT

GOAL All students will understand their current Lexile levels and how to set goals for monitoring their own progress.

Align to Strategic Plan Goal Area: Student Performance and Success - Performance Objective #4 Increase student performance

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

	Action Steps	Possible Funding Source(s)	a. Timeline for Implementation		Position/Role Responsible
			b. Method for Monitoring		
1.	The school will communicate current reading level to all 8th and 9th grade students using formative/summative assessment data reports.	Local Funds	a.	August 2017 - May 2018 (Quarterly)	Administrative Team/Leadership Team/Teaching Staff
			b.	Dated assurance of completion with student roster attached.	
2.	The school will teach students how to read/understand assessment summary reports.	Local Funds	a.	August 2017 - May 2018 (Quarterly)	Administrative Team/Leadership Team/Teaching Staff
			b.	Dated assurance of completion with student roster attached.	
3.	The school will facilitate students in setting written goals for reading improvement and monitor progress toward meeting goals.	Local Funds	a.	August 2017 - May 2018 (Quarterly)	Administrative Team/Leadership Team/Teaching Staff
			b.	Dated assurance of completion with documentation of goals attached.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?					
Economically Disadvantaged			Foster and Homeless		
No additional support required for this subgroup.			No additional support required for this subgroup.		
English Learners			Migrant		
Provide report in native language to greatest extent possible.			No additional support required for this subgroup.		
Race/Ethnicity/Minority			Students with Disabilities		
No additional support required for this subgroup.			Additional support will be provided based on IEP identified needs.		
COHERENT INSTRUCTIONAL SYSTEM					
GOAL		Increase the percentage of 8/9 students scoring developing and above on the Physical Science EOC by 3% based on 2016/2017 semester HS average. 2016-2017 EOC Average 72.5% Goal 75.5%			
<i>Align to Strategic Plan</i>		Goal Area: Student Performance and Success - Performance Objective #4 Increase student performance			
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.					
Action Steps		Possible Funding Source(s)	a. Timeline for Implementation		Position/Role Responsible
			b. Method for Monitoring		
1.	Teachers in grades 8 will analyze quarterly assessments data using the DT4L Process to differentiate and drive instruction	Local Funds Title I-A	a.	August 2017 - May 2018 (Quarterly)	Administrative Team
			b.	DT4L Meeting Minutes, sign-in sheets, student DQA data submitted to administration	
2.	Teachers in grades 8/9 will analyze summative assessments data using the DT4L Process	Local Funds Title I-A	a.	August 2017 - May 2018 (Quarterly)	Administrative Team
			b.	DT4L Meeting Minutes, sign-in sheets	
3.	Teachers in EOC Physical Science courses will analyze USA Test prep benchmark data using the DT4L Process	Local Funds Title I-A	a.	August 2017 - May 2018 (Quarterly)	Administrative Team
			b.	DT4L Meeting Minutes, sign-in sheets	
5.	Instructional Technology Coach	Local	a.	August 2017 - May 2018	Administrative

will support the use of effective physical science instruction by modelling lessons and providing feedback.	Funds Title I-A	b.	In classroom log	Team
-------------------------------------------------------------------------------------------------------------	--------------------	----	------------------	------

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless
No additional support required for this subgroup	The homeless/foster liaison will provide support to content teachers as needed.
English Learners	Migrant
ESOL lead teacher will be able to provide support to content teacher.	Flexible scheduling and credit recovery options available as needed.
Race/Ethnicity/Minority	Students with Disabilities
No additional support required for this subgroup	SWD teachers will be able to provide support to content teachers.

EFFECTIVE LEADERSHIP

GOAL	Provide support, guidance, and professional learning to instructional staff to increase the percentage of students performing at levels 2,3,4 on state science assessments by 3%
-------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Align to Strategic Plan	Goal Area: Student Performance and Success - Performance Objective #4 Increase student performance
--------------------------------	----------------------------------------------------------------------------------------------------

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation		Position/Role Responsible
		b. Method for Monitoring		
1. Share school data for student science achievement results.	Local funds	a.	August 2017	Administrative Team
		b.	Agenda, sign in sheets, artifacts (created documents)	
2. Provide professional learning communities and resources for grade levels.	Local funds	a.	FY18 - Quarterly departmental reports	Administrative Team
		b.	Agenda, Sign-in sheet, artifacts/evidence	
3. Communicate expectations for science best teaching practices.	Local funds	a.	August 2017 - May 2018	Administrative Team
		b.	Agenda, Sign-in sheet, artifacts/evidence	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless
No additional support required for this subgroup	Share science achievement data and demonstrate how to identify specific students who are performing below grade level
English Learners	Migrant
Share science achievement data and demonstrate how to identify specific students who are performing below grade level	Share science achievement data and demonstrate how to identify specific students who are performing below grade level
Race/Ethnicity/Minority	Students with Disabilities
Share science achievement data and demonstrate how to identify specific students who are performing below grade level	Share science achievement data and demonstrate how to identify specific students who are performing below grade level

PROFESSIONAL CAPACITY

GOAL	All physical science teachers and physical science support staff will participate in professional learning in order to be able to identify students performing below grade level and utilize research-based instructional strategies to support the learning of science concepts.				
Align to Strategic Plan	Goal Area: Student Performance and Success - Performance Objective #4 Increase student performance				
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.					
Action Steps		Possible Funding Source(s)	a. Timeline for Implementation		Position/Role Responsible
			b. Method for Monitoring		
1.	Attend professional learning workshops to learn how to identify students performing below grade level in science and use of effective instructional strategies	Local Funds	a.	August 2017	Administrative Team
			b.	Agenda, sign in sheets, presentation/handouts, student roster submitted to administration, TKES	
2.	Instructional staff will implement DOK instructional strategies to differentiate instruction to support all learners.	Local Funds	a.	August 2017 - May 2018 (Quarterly)	Administrative Team
			b.	Lesson Plans, TKES Observations, walkthroughs	
3.	Attend vertical and horizontal PLCs to discuss achievement data and effective/ineffective implementation of research-based strategies.	Local Funds	a.	August 2017 - May 2018 (Quarterly)	Administrative Team
			b.	Agendas, Sign in sheets, meeting minutes	

4.	Instructional Technology Coach will support the use of effective instructional strategies by modeling lessons and providing feedback.	Local Funds	a.	August 2017 - May 2018	Administrative Team
			b.	In-classroom log	
5.	Instructional Technology Coach will provide professional learning in the use of MyON and USATestPrep.	Local Funds	a.	August 2017 - May 2018	Administrative Team
			b.	Agenda, sign-in sheets	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless
No additional support required for this subgroup	The homeless/foster liaison will provide support to content teachers as needed.
English Learners	Migrant
ESOL lead teachers will be able to provide support to content teachers	Flexible scheduling and credit recovery options available as needed
Race/Ethnicity/Minority	Students with Disabilities
No additional support required for this subgroup	SWD teachers will be able to provide support to content teachers

FAMILY and COMMUNITY ENGAGEMENT

GOAL	All parents will understand strategies that can be utilized at school and at home to support improvement in science.
Align to Strategic Plan	Goal Area: Student Performance and Success - Performance Objective #4 Increase student performance

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation		Position/Role Responsible
		b. Method for Monitoring		
1. School will communicate science achievement levels using formative/summative assessment data reports.	Local Funds	a.	September 2017 - May 2018 (within 1 week after assessment)	Administrative Team
		b.	RTI running record sheet/documentation	
2. School will provide an opportunity for parents to learn about strategies that can be used at home to support science.	Local Funds	a.	August 2017 - May 2018 (Quarterly)	Teachers
		b.	Sign in sheets, evidence of communication efforts	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless

School will provide flexible meeting/learning opportunities that will accommodate non-traditional work schedule.	Utilize the homeless/foster liaison to assist with transportation and/or communication.
English Learners	Migrant
Provide a translator and/or translation service to make oral and written communication accessible in native language.	School will provide flexible meeting/learning opportunities that will accommodate non-traditional work schedule.
Race/Ethnicity/Minority	Students with Disabilities
No additional support needed for this subgroup.	SPED Lead Teachers will provide additional support to families of exceptional students.

SUPPORTIVE LEARNING ENVIRONMENT

GOAL	All students will understand their current science performance level and how to set individual goals for monitoring their own progress
-------------	----------------------------------------------------------------------------------------------------------------------------------------

<i>Align to Strategic Plan</i>	Goal Area: Student Performance and Success - Performance Objective #4 Increase student performance
--------------------------------	----------------------------------------------------------------------------------------------------

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation		Position/Role Responsible
		b. Method for Monitoring		
1. Schools will communicate current science performance level to all 8/9 students using formative/summative assessment data.	Local Funds	a.	August 2017 - May 2018 (within 1 week of assessment)	Administrative Team
		b.	Dated assurance of completion with student roster attached	
2. Schools will teach students how to read/understand assessment summary reports.	Local Funds	a.	August 2017 - May 2018 (within 1 week of assessment)	Administrative Team
		b.	Dated assurance of completion with student roster attached	
3. Schools will facilitate students in setting goals for science improvement and monitor progress toward meeting goals.	Local Funds	a.	August 2017 - May 2018 (Quarterly)	Administrative Team
		b.		

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
No additional support required for this subgroup.	No additional support required for this subgroup.
English Learners	Migrant
Provide report in native language to greatest extent possible.	No additional support required for this subgroup.
Race/Ethnicity/Minority	Students with Disabilities
No additional support required for this subgroup.	Additional support will be provided based on IEP identified needs.

SCHOOL IMPROVEMENT PLAN

4. REQUIRED QUESTIONS

4.a - In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was sought and included. [Sec. 2103(b)(2)]

We based our decisions on the 2017 district improvement plan and our local 2016-2017 achievement data. This data was first shared among the leadership team and then shared to grade levels and departments.

4.b - Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. [Sec. 111(g)(1)(B)]

n/a

4.c - Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable). [Sec. 1114(b)(7)(ii)]

n/a

4.d - If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measureable scale (point system) that uses the objective criteria to rank all students. [Sec. 1115(b)(1)]; [Sec. 1115(c)(1)(B)]

n/a

4.e - If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. [Sec. 1114(b)(7)(V)]

n/a

4.f - If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:
°Coordination with institutions of higher education, employers and local partners; and
°Increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills. [Sec. 1114(b)(7)(II)]

We are partnering with the high school to offer several high school credit opportunities to advanced 8th and 9th graders in the areas of Physical Science, Literature, Math, and Spanish as well as many new elective courses that will provide opportunities for pathway completion. Our daily schedule mirrors the high school schedule and several of our students are bussed to the high school to take additional courses not offered on campus (JROTC, Band, Agriculture, Culinary Arts, and advanced math courses). This provides an age appropriate high school experience for junior high school students. Students have also been provided with iPads prior to their entrance to high school; this will facilitate their learning experience.

4.g - Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.
[Sec. 1114(b)(7)(III)]

The school completed training in the PBIS process during the 2017 school year. We are in year one of full implementation. We have identified our key areas of focus and behavioral expectations of each. The behavior expectations are for the purpose of developing a unified school approach to teaching the desired behaviors that will improve the overall school climate. We have consistently scored 4 to 5 stars in our CCRPI climate rating.