



School Improvement Plan 2019 - 2020



Savannah-Chatham County Mercer Middle School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Savannah-Chatham County Public School System
School Name	Mercer Middle School
Team Lead	Dr. Christian Pantin

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
<input type="checkbox"/>	'FUND 400' - Consolidation of Federal funds only

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increased professional development focused on effective instructional planning and implementation of instructional strategies through data analysis
Root Cause # 1	Professional learning for teachers is needed to increase the use of data-driven research-based instructional practices to meet the needs of the students.
Root Cause # 2	Professional learning for teachers is needed to increase understanding of the processes to gather, analyze, and interpret student performance data.
Goal	To increase the CCRPI score by 3% of the gap between the 2018 base score (47.7) and 100 which is a 1.6 point increase from 47.7 in SY 2018 to 49.3 in SY 2019.

Action Step # 1

Action Step	Professional Development on the use and implementation of researched based instructional strategies to build literacy skills in reading and mathematics.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment

Action Step # 1

Method for Monitoring Implementation and Effectiveness	Sign-in sheets for Teacher PL attendance Review lesson plans Conduct focus walks provide feedback
Position/Role Responsible	Academic Coach/Administration
Timeline for Implementation	Others : July 2019- May 2020

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Data Teams will create common assessments to analyze student work and data modifying instruction as needed to ensure student achievement.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement

Action Step # 2

Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	TKES walk through/ feedback, conduct focus walks and provide feedback, Data Team minutes, Assessment Data Results:(NWEA MAP, iReady Diagnostic results, iReady Standards Mastery results, GMAS student achievement results.)
Position/Role Responsible	Academic Coach/ Administration
Timeline for Implementation	Others : July 2019- May 2020

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase critical and creative thinking skills with students necessary to master the cognitive demands of the Georgia Standards of Excellence in ELA courses.
Root Cause # 1	PLC and Data Team professional learning must continue to ensure implementation with fidelity of these structures for examining student achievement data for instruction
Root Cause # 2	Data Team processes must be used to drive instruction, scaffold instruction, teach to mastery, and provide meaningful feedback to students.
Goal	To increase the percentage of all students at Developing Learner (Level 2) on ELA from 35% in SY18-19 to 44% in SY19-20, and to increase the percentage of all students at Proficient Learner and above (Levels 3 & 4) on ELA from 11% in SY18-19 to 17% in SY19-20 as measured by the Spring 2020 GMAS EOG Assessment.

Action Step # 1

Action Step	Professional development on the use and implementation of research-based instructional strategies to build literacy and rigor.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment

Action Step # 1

Method for Monitoring Implementation and Effectiveness	Professional Learning calendar Sign-in sheets for teacher PL attendance.
Position/Role Responsible	Academic Coach/ Administration
Timeline for Implementation	Others : July 2019-May 2020

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Incorporate and reinforce content specific vocabulary using student centered word walls and academic discourse.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment

Action Step # 2

Method for Monitoring Implementation and Effectiveness	Review lesson plans, word walls, and students' work samples
Position/Role Responsible	Academic Coach/ Administration
Timeline for Implementation	Others : July 2019- May 2020

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Teachers will effectively use technology (iReady) for real-world application and students' mastery of standards.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment

Action Step # 3

Method for Monitoring Implementation and Effectiveness	Review lesson plans, iReady diagnostic and standards mastery results data, NWEA Map Reading student projected growth points, and data team and collaborative planning minutes
Position/Role Responsible	Academic Coach/ Administration/ Dept. Chair
Timeline for Implementation	Others : July 2019- May 2020

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Data teams will analyze student work and data, modifying instruction as needed.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment

Action Step # 4

Method for Monitoring Implementation and Effectiveness	Data team meeting minutes
Position/Role Responsible	Leadership Team/ Data Team
Timeline for Implementation	Others : July 2019- May 2020

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Administration and Coach will support and assist teachers with the implementation of literacy skill building activities
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment

Action Step # 5

Method for Monitoring Implementation and Effectiveness	Review lesson plans and students' work samples with a common rubric
Position/Role Responsible	Academic Coach/ Administration
Timeline for Implementation	Others : July 2019- May 2020

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Purchase supplementary materials to support classroom instruction, such as classroom libraries, novels, journals, Read 180, Accelerated Reader Software
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment

Action Step # 6

Method for Monitoring Implementation and Effectiveness	Review lesson plans, TKES Classroom walk-through observations/feedback data
Position/Role Responsible	Leadership Team
Timeline for Implementation	Others : July 2019- May 2020

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

Action Step	Increase parental understanding of ELA curriculum and available support structures through parent conferences
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Title I Parent Survey Responses, Parent Signature Sheets
Position/Role Responsible	Title I Family & Community Relations Specialist
Timeline for Implementation	Others : August 2019 - May 2020

What partnerships with IHEs,	
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Action Step # 7

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 8

Action Step	The Title I Family & Community Relations Specialist will operate the Family Engagement Center, provide workshops, and conduct outreach
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Parent Signature Sheets
Position/Role Responsible	Title I Family & Community Relations Specialist
Timeline for Implementation	Others : August 2019 - May 2020

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 9

Action Step	Provide a 2-week notification to parents about curriculum nights and workshops for increased parental involvement
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Conference Meeting Minutes, Parent Signature Sheets
Position/Role Responsible	Title I Family & Community Relations Specialist
Timeline for Implementation	Others : August 2019 - May 2020

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 10

Action Step	Provision of a resource welcome packet to parents of new students as well as first time 6th graders and utilize technology to communicate with parents
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D

Action Step # 10

Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Title I Parent Survey Responses
Position/Role Responsible	Title I Family & Community Relations Specialist
Timeline for Implementation	Others : August 2019 - May 2020

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase critical and creative thinking skills with students necessary to master the cognitive demands of the Georgia Standards of Excellence in mathematics courses.
Root Cause # 1	PLC and Data Team professional learning must continue to ensure implementation with fidelity of these structures for examining student achievement data for instruction
Root Cause # 2	Use of the Data Team process to drive instruction, scaffold instruction, teach to mastery, and provide meaningful feedback to students.
Goal	<p>To increase the percentage of 6th grade students at Developing Learner (Level 2) on Math from 46% in SY18-19 to 55% in SY19-20, and to increase the percentage of 6th grade students at Proficient Learner and above (Levels 3 & 4) on Math from 9% in SY18-19 to 12% in SY19-20 as measured by the Spring 2020 GMAS EOG Assessment.</p> <p>To increase the percentage of 7th grade students at Developing Learner (Level 2) on Math from 41% in SY18-19 to 50% in SY19-20, and to increase the percentage of 7th grade students at Proficient Learner and above (Levels 3 & 4) on Math from 4% in SY18-19 to 6% in SY19-20 as measured by the Spring 2020 GMAS EOG Assessment.</p> <p>To increase the percentage of 8th grade students at Developing Learner (Level 2) on Math from 39% in SY18-19 to 46% in SY19-20, and to increase the percentage of 8th grade students at Proficient Learner and above (Levels 3 & 4) on Math from 11% in SY18-19 to 13% in SY19-20 as measured by the Spring 2020 GMAS EOG Assessment.</p>

Action Step # 1

Action Step	Professional development on the use and implementation of research-based instructional strategies to build literacy in mathematics.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A
Subgroups	Economically Disadvantaged Foster Homeless

Action Step # 1

Subgroups	English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Professional Learning Calendar Sign-in Sheets for teacher PL attendance
Position/Role Responsible	Academic Coach/Administration.
Timeline for Implementation	Others : July 2019- May 2020

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Incorporate and reinforce content specific vocabulary using student centered word walls, manipulatives, and academic discourse.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A
Subgroups	Economically Disadvantaged Foster Homeless

Action Step # 2

Subgroups	English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Review lesson plans, word walls, and students' work samples
Position/Role Responsible	Academic Coach/ Administration
Timeline for Implementation	Others : July 2019-May 2020

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Teachers will effectively use technology (iReady) for real-world application and students' mastery of standards.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A
Subgroups	Economically Disadvantaged Foster Homeless

Action Step # 3

Subgroups	English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Review lesson plans, iReady diagnostic and standards mastery results data, NWEA Map Math student projected growth points, and data team and collaborative planning minutes
Position/Role Responsible	Academic Coach/ Administration/ Dept. Chair
Timeline for Implementation	Others : July 2019- May 2020

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Data teams will analyze student work and data, modifying instruction as needed.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 4

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Data team meeting minutes
Position/Role Responsible	Leadership Team/ Data Team
Timeline for Implementation	Others : July 2019- May 2020

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Administration and Coach will support and assist teachers with the implementation of mathematical literacy skill building activities
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 5

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Review lesson plans and students' work samples with a common rubric
Position/Role Responsible	Academic Coach/ Administration
Timeline for Implementation	Others : July 2019- May 2020

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Purchase supplementary materials to support classroom instruction, such as calculators and hands-on manipulatives
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 6

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Review lesson plans, TKES Classroom walk-through observations/feedback data
Position/Role Responsible	Leadership Team
Timeline for Implementation	Others : July 2019- May 2020

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

Action Step	Increase parental understanding of ELA curriculum and available support structures through parent conferences
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement

Action Step # 7

Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Title I Parent Survey Responses, Parent Signature Sheets
Position/Role Responsible	Title I Family & Community Relations Specialist
Timeline for Implementation	Others : Others : August 2019 - May 2020

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 8

Action Step	The Title I Family & Community Relations Specialist will operate the Family Engagement Center, provide workshops, and conduct outreach
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Parent Signature Sheets
Position/Role Responsible	Title I Family & Community Relations Specialist
Timeline for Implementation	Others : August 2019 - May 2020

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is	
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Action Step # 8

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 9

Action Step	Provide a 2-week notification to parents about curriculum nights and workshops for increased parental involvement
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Conference Meeting Minutes, Parent Signature Sheets
Position/Role Responsible	Title I Family & Community Relations Specialist
Timeline for Implementation	Others : August 2019 - May 2020

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 10

Action Step	Provision of a resource welcome packet to parents of new students as well as first time 6th graders and utilize technology to communicate with parents
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Title I Parent Survey Responses
Position/Role Responsible	Title I Family & Community Relations Specialist
Timeline for Implementation	Others : August 2019 - May 2020

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase literacy skills of students using research-based reading strategies
Root Cause # 1	Additional strategies for reading informational text and acquiring content vocabulary which are critical needs in mastering content standards.
Root Cause # 2	Thinking Maps and building literacy skills with fidelity is needed to increase students' critical thinking, reading comprehension and narrative writing skills
Goal	To increase the percentage of all students scoring at, or above, the midpoint of their reading level (Lexile) by grade level, according to the College and Career Ready "Stretch" Lexile Band, from 25% in SY18-19 to 28% in SY19-20 as measured by the Spring 2020 ELA GMAS EOG Assessment.

Action Step # 1

Action Step	Professional development on the use and implementation of research-based instructional strategies to build literacy.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment

Action Step # 1

Method for Monitoring Implementation and Effectiveness	Professional Learning Calendar & Sign-in sheets for teacher PL attendance
Position/Role Responsible	Academic Coach/Administration
Timeline for Implementation	Others : July 2019- May 2020

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Incorporate and reinforce content specific vocabulary using student centered word walls and academic discourse.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment

Action Step # 2

Method for Monitoring Implementation and Effectiveness	Review lesson plans, word walls, and students' work samples
Position/Role Responsible	Academic Coach/ Administration
Timeline for Implementation	Others : July 2019- May 2020

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Teachers will effectively use technology (iReady) for real-world application and students' mastery of standards.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment

Action Step # 3

Method for Monitoring Implementation and Effectiveness	Review lesson plans, iReady diagnostic and standards mastery results data, NWEA Map Reading student projected growth points, and data team and collaborative planning minutes
Position/Role Responsible	Academic Coach/ Administration/ Dept. Chair
Timeline for Implementation	Others : July 2019- May 2020

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Data teams will analyze student work and data, modifying instruction as needed.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment

Action Step # 4

Method for Monitoring Implementation and Effectiveness	Data team meeting minutes
Position/Role Responsible	Leadership Team/ Data Team
Timeline for Implementation	Others : July 2019- May 2020

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Administration and Coach will support and assist teachers with the implementation of literacy skill building activities
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment

Action Step # 5

Method for Monitoring Implementation and Effectiveness	Review lesson plans and students' work samples with a common rubric
Position/Role Responsible	Academic Coach/ Administration
Timeline for Implementation	Others : July 2019- May 2020

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Purchase supplementary materials to support classroom instruction, such as classroom libraries, novels, journals, Read 180
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment

Action Step # 6

Method for Monitoring Implementation and Effectiveness	Review lesson plans, TKES Classroom walk-through observations/feedback data
Position/Role Responsible	Leadership Team
Timeline for Implementation	Others : July 2019- May2020

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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SCHOOL IMPROVEMENT PLAN

3 Required Questions

Required Questions

<p>1 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 accomplished.</p>	<p>Parents and stakeholders are invited to a Parent Forum in which a variety of topics are discussed. They are contacted by various means such as fliers, marquee announcements, call-out, and messages on the school's website. At the meeting, committee members are given an update of school-wide data, and areas of strengths and weaknesses are shared. The school-wide plan is reviewed and together the committee discovers the schools needs of the most at-risk students and what the instructional focus needs to be and what needs to be done to meet those goals.</p> <p>The draft of the FY19 Title 1 Budget is shared with parents and stakeholders who are encouraged to provide feedback and offer input on how the Title 1 funds should be spent at George A. Mercer Middle School. The 2018-2019 Title 1 Family Engagement Policy is reviewed. Title I School-Parent-Student Grade-Level Compacts and the school-wide Calendar of Events are shared. Questions are answered which clarifies parents' understanding of the purpose and layout of the documents. Parents and stakeholders are encouraged to offer feedback on each of the items discussed. Additionally, teachers met during planning times and were given the opportunity to provide feedback on the Title I School Improvement Plan, the Family Engagement Policy and the School-Parent-Student Grade-Level Compacts. Students were also surveyed and their input was taken into consideration as these documents were developed.</p>
<p>2 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.</p>	<p>Savannah Chatham County Public School System's (SCCPSS) Human Resource Department in conjunction with Title 1 schools employ a number of methods to recruit high-quality highly qualified teachers to include using: Teachers-Teacher.com., K-12 Job Spot, EdWeek –Top School Jobs, College Educator Fairs, Tweets, Career Recruitment Fairs, and SCCPSS website postings. The SCCPSS Human Resource Department screens all applications to insure that teachers are high-quality high qualified prior to releasing application for interview to Title 1 schools. This ensures that all teachers hired are properly vetted before a school begins the interview process.</p> <p>While the district has a THRIVE program to support new teachers to the school district, George A. Mercer Middle School has incorporated a teacher mentoring program to support new teachers, as well as veteran teachers new to the school. The system is designed to provide support on the daily operations of the school, as well as support for teaching and learning. Differentiated support will be provided to new teachers to George A. Mercer Middles School. One example of such differentiated support is outlined below:</p> <ul style="list-style-type: none"> ● All new teachers to Mercer Middle School will be assigned a mentor and/or

<p>2 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.</p>	<p>a buddy teacher for the purpose of providing guidance and support.</p>
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<p>3 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).</p>	<p>George A. Mercer Middle School is implementing a four tiered plan that includes increased student achievement, student attendance, sustained student growth, and positive student engagement.</p> <p>Increased student achievement will be measured from GMAS results and will show an increase of 3% or greater in Proficient and Distinguished Learners while showing a decrease by a minimum of 3% in Beginning Learners for all GMAS results. These goals will be reached through a collaborative effort of all stakeholders through increased focus on teacher professional development to incorporate research-based engaging instructional strategies, documentation and monitoring.</p> <p>To increase student attendance by 6%, the following steps will be executed:</p> <ul style="list-style-type: none"> - Show students they are important to the educational process, encourage students to excel using data and improve teaching/instruction. - Using Professional Development in our PLCs, the faculty will be trained on the use of research-based instructional strategies. These strategies will be evident in lesson plans and will be observed during team walk-through observations and in TKES observations. The impact on student learning will have a positive impact on GMAS scores. - Student attendance will be monitored through attendance data. Student attendance meetings will occur in a timely fashion with parents to effectively communicate excessive absences. Social-Emotional and Behavior Support programs will be implemented and monitored. <p>Student achievement on the MAP assessments will increase by a minimum of three percentage points. Lesson plans will be reviewed weekly. The impact of the Instructional Focus period, Saturday Academy, and weekly tutorials will be actively monitored to determine if they are impacting the MAP scores. Observations and walk through data will be analyzed to determine if instruction is effective.</p> <p>Positive student climate survey results will increase by six percentage points. The climate of the school will be addressed to create a school where students feel comfortable to learn and grow.</p> <p>To promote the positive school climate, George A. Mercer Middle School will:</p> <ul style="list-style-type: none"> - Implement the PBIS House Model - Provide extra support to students via community groups: Girl Scouts, Boy Scouts, 100 Black Men of Savannah, Girls on the Run, and DIVAS - Using Response to Intervention(RTI) and the Statewide Systemic Improvement Plan(SSIP), we will address the needs of the students: Economically Disadvantaged, SPED, and minority students who are
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<p>4 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 measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>All students of George A. Mercer Middle School complete a Free and Reduced Lunch application. This process identifies those students most in need of services. Of those who are in need, the school will use surveys based on a targeted foundational skill to identify and rank students for service. In addition, the school will use Georgia LDS data, including LEXILE scores and GMAS data to target those in need of academic support. The measurable scale for these assessments will include Beginning, Developing, Proficient, and Distinguished Learners.</p>
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<p>5 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.</p>	<p>Not Applicable</p>
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<p>6 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</p>	<p>George A. Mercer Middle School established a Bridge program with Otis Brock III Elementary and Garden City Elementary Schools to ensure that expectations are clearly defined for incoming 6th grade students. Sixth grade parent meetings will occur at the beginning of the year and inform parents of options of how students can rejoin academic cohort and how students who are on currently with their academic cohort can enroll in high school courses for high school credit.</p> <p>George A. Mercer Middle School and Groves High School will establish a Summer Bridge Program with enriching summer activities that give academic support, advancement, and motivation to excel in high school through career-related field trips and other related activities. A Success Program will</p>
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bring the 8th grade and 9th grade teachers together every other month to discuss and share instructional issues, and assessment data on students. School Administrators will meet to discuss common issues and develop common practices.

7 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.

At George A. Mercer Middle School, we support efforts to reduce the overuse of discipline practices that remove students from the classroom through the implementation of our PBIS Rewards system that promote students emulating Raider P.R.I.D.E. (Prepared, Respectful, Involved, Discipline, and Engaged). Students at George A. Mercer Middle School understand that they will display appropriate behavior as defined by the expectations outlined in the Raider P.R.I.D.E. Behavior matrix. Teachers receive resources for encouraging desired behavior which rewards students for being Prepared, Respectful, Involved, Discipline, and Engaged (P.R.I.D.E.). We have implemented a Student Recognition system that allows students to redeem PBIS points at various events. As defined by Day-Vines & Day-Hairston (2005), behavior modification strategies provide students with the tools to modify before prior to a disciplinary infraction and it creates a classroom atmosphere that fosters students taking personal responsibility for all of their actions.

George A. Mercer Middle School will develop and train faculty and staff and subsequently implement a classroom discipline flow-chart designed to clearly define classroom expectations. Teachers will be trained on the effect of research-based rituals and routines with a cursory overview of Harry Wong's, "The First Days of School."

Additionally students identified as consistent violators of the SCCPSS Student Code of Conduct will receive behavioral interventions through our Response to Intervention (RtI) process. Discipline tracking data will be reviewed to ensure that discipline consequences that removes students from the regular classroom setting are not consistently assigned to consistent violators.

Reference:

Day-Vines, N., Day-Hairston, B.O. (2005). Culturally congruent strategies for addressing the behavioral needs of urban African American male adolescents. *Professional School Counseling*, 8(3), 236-243.

ADDITIONAL RESPONSES

8 Use the space below to provide additional narrative regarding the school's improvement plan

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