



Savannah-Chatham County Public School System

Family Feedback Form

School: _____ MYERS MIDDLE SCHOOL _____

Meeting Title: Family Forum - **School Improvement Plan**

Date: MARCH 12, 2019

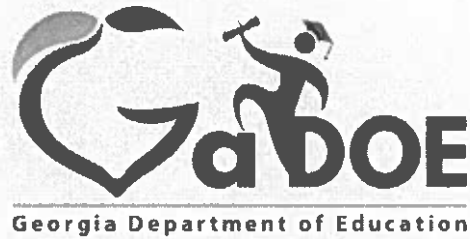
Meeting Time: 5:00PM-6:30PM

After reviewing the School Improvement Plan section _____, please share any comments, or suggestions you have for changes to the policy for the upcoming school year.

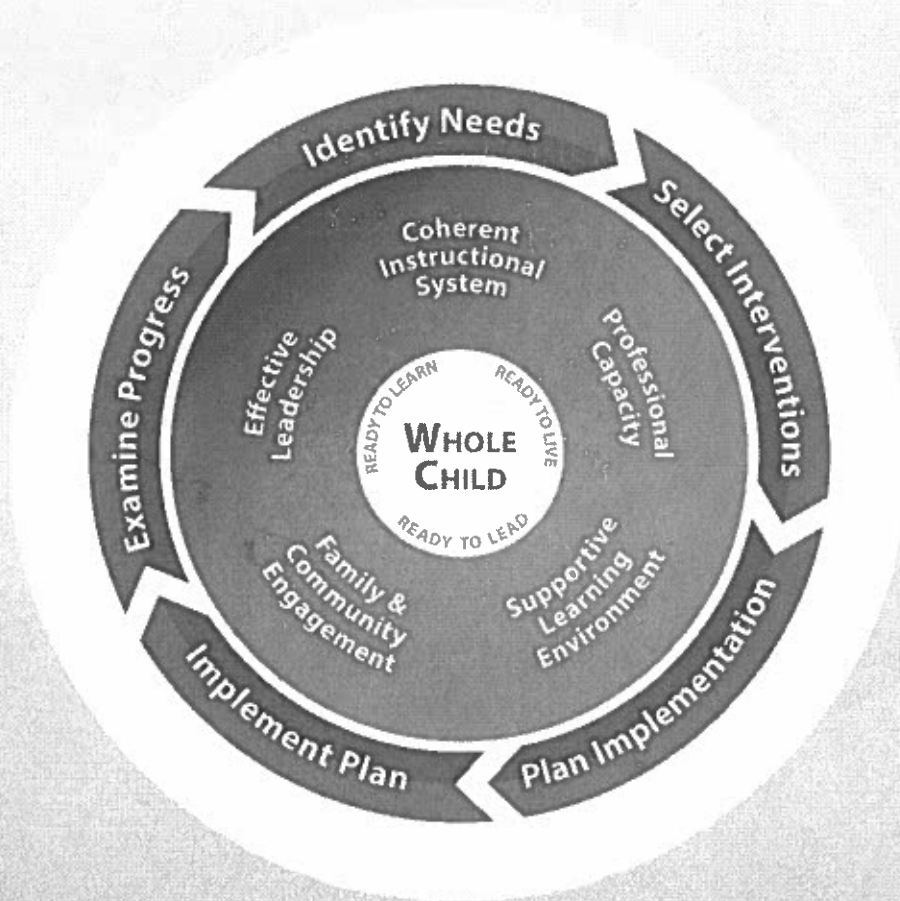
What can we do differently to involve more parents with the school?

Title I
a Division of Savannah-Chatham County Public Schools

Thank you!! We appreciate your feedback.



School Improvement Plan 2018-2019



Myers Middle School

**Savannah Chatham Public School
System**



Richard Woods, State School Superintendent
“Educating Georgia’s Future.”

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This report template was designed by the Georgia Department of Education to assist schools in meeting all Federal and State planning requirements. The following programs are included in Georgia’s planning process:

- IDEA - Special Education
- School and District Effectiveness
- Title I, Part A - Improving the Academic Achievement of the Disadvantaged
- Title I, Part A - Foster Care Program
- Title I, Part A - Parent Engagement Program
- Title I, Part C - Education of Migratory Children
- Title I, Part D - Programs for Neglected or Delinquent Children
- Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- Title III - Language Instruction for English Learners and Immigrant Students
- Title IV, Part A - Student Support and Academic Enrichment
- Title IV, Part B - 21st Century Community Learning Centers
- Title V, Part B - Rural Education Initiative
- Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

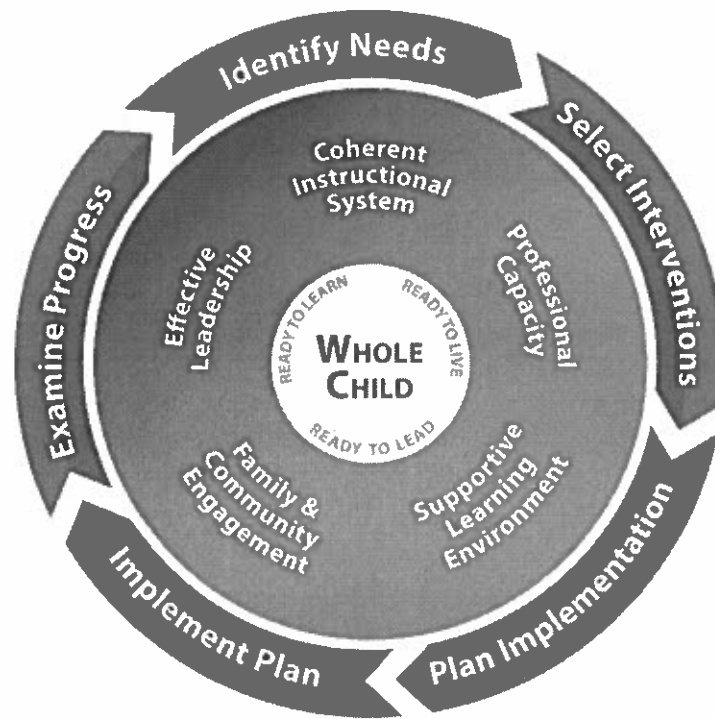
The Georgia Department of Education has created a webinar series to support schools in completing this plan. The series, and accompanying resources, are available at the [Office of Federal Programs](#) webpage. Webinar series topics include:

- | | |
|---|-------------------|
| • Georgia’s Systems of Continuous Improvement Overview | February 10, 2017 |
| • Planning and Preparation | February 17, 2017 |
| • Coherent Instructional System | February 24, 2017 |
| • Effective Leadership | March 3, 2017 |
| • Professional Capacity | March 10, 2017 |
| • Family and Community Engagement | March 17, 2017 |
| • Supportive Learning Environment | March 24, 2017 |
| • Identifying Need - Root Causes, Drawing Conclusions, and Prioritizing | March 31, 2017 |
| • Problem Solving Process and Selecting Interventions | April 7, 2017 |
| • Improvement Planning - Systems and Processes | April 21, 2017 |
| • Planning - Budgeting | April 28, 2017 |
| • Submitting the Comprehensive LEA Improvement Plan (CLIP) | May 5, 2017 |

To contact the Department with any questions related to this plan, please email federalprograms@doe.k12.ga.us and include “CNA Question” in the subject line. To contact the Department for technical support related to this template, please email Nicholas Handville at nhandville@doe.k12.ga.us.

GEORGIA'S SYSTEMS OF CONTINUOUS IMPROVEMENT

The Georgia Department of Education's strategic plan emphasizes transforming the agency into one that provides meaningful support to schools and districts. The agency has developed a common, continuous improvement framework to ensure that these efforts are aligned across all agency divisions, departments, and programs. Georgia's Systems of Continuous Improvement focuses on the systems and structures (the "what") that must be in place for sustained improvement in student outcomes. It also utilizes a problem-solving model (the "how") to provide a clear process for identifying improvement needs, planning for improvement, and implementing, monitoring, and evaluating the improvement efforts.



Systems to Improve (What to Improve)

Coherent Instructional System: The major system of the complex school organization that articulates and guides the “what” and “how” of instruction. This comprehensive system includes the processes related to:

- *Planning for quality instruction* - The structure of the instructional system in which the district defines what the students should “know” and “do”, and determine how their students will show they “know” the content and can “do” a skill or performance task
- *Delivering quality instruction* - The structure of the instructional system that guides teachers in how they introduce content, practice its use along with the students, and then allow students to use the content on their own while providing students regular standards-based feedback to gain mastery of the content
- *Monitoring student progress* - The structure of the instructional system that methodically discovers if the students are getting the content, and what to do about it when they are getting it or are not getting it
- *Refining the instructional system* - The structure of the instructional system that examines how to improve the planning for quality instruction, delivering quality instruction, and monitoring student progress

Effective Leadership: A major system of the complex school organization that sets the direction for the school, ensures that the school staff and the school leaders are capable of meeting that direction, and makes sure the organization functions according to its mission. This system includes the processes related to:

- *Creating and maintaining a climate and culture conducive to learning* - the structure of the leadership system that ensures that the school allows both adults and children to put learning at the center of their daily activities
- *Cultivating and distributing leadership* - the structure of the leadership system that develops others to accomplish the group's purpose and encourages the development of leadership across the organization
- *Ensuring high quality instruction in all classrooms* - the structure of the leadership system that reduces the variability in the quality of instruction across all schools and all classrooms
- *Managing the district and its resources* - the structure of the leadership system that ensures leaders effectively use all the resources at hand so that the district functions according to its mission
- *Driving improvement efforts* - the structure of the leadership systems that methodically, intentionally, and effectively improves the district's major systems, structures, and processes

Professional Capacity: A major system of the complex school organization that develops a quality staff to reduce the variance of quality in instruction throughout the school. This system includes the processes related to:

- *Attracting staff* - the structure of the professional capacity system that is intentional in locating the teachers and leaders that are the best fit for the district and its schools to achieve its mission
- *Developing staff* - the structure of the professional capacity system that ensures the increasing quality of the school staff's knowledge and skills
- *Retaining staff* - the structure of the professional capacity system that ensures the quality staff is working in the context/position that is most beneficial to student achievement
- *Ensuring staff collaboration* - the structure of the professional capacity system that reinforces the effective practice of constant collaboration to improve instructional quality in all schools and in all classrooms

Family and Community Engagement: A major system of the complex school organization that develops quality links between school professionals and the parents and community the school is intended to serve. This system includes the processes related to:

- *Welcoming all families and the community* - The structure of the family and community engagement system that ensures families and the community are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in the school
- *Communicating effectively with all families and the community* - The structure of the family and community engagement system that ensures families/the community and school staff engage in regular, two-way, meaningful communication about student learning
- *Supporting student success* - the structure of the family and community engagement system that ensures families, communities, and school staff, continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively
- *Empowering families* - the structure of the family and community engagement system that ensures families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success
- *Sharing leadership with families and the community* - the structure of the family and community engagement system that ensures families/the community and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs
- *Collaborating with the community* - the structure of the family and community engagement system that ensures families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation

Supportive Learning Environment: A major system of the complex school organization that ensures students' school participation and willingness to expend major effort on classroom learning. This system includes the processes related to:

- *Maintaining order and safety* - the structure of the supportive learning environment system that ensures that the basic needs of orderliness and safety are met
- *Developing and monitoring a system of supports* - the structure of the supportive learning environment system that provides comprehensive services to students to meet their unique, whole-child needs
- *Ensuring a student learning community* - the structure of the supportive learning environment system that ensures compliance with positive and healthy behavioral and academic norms

Process to Improve (How to Improve)

Step 1: Identify Needs: Consult many sources to determine what in the district needs improvement.

- Plan and prepare for the process
- Collect and analyze data
- Identify needs and conduct a root cause analysis

Step 2: Select Interventions: Research many sources to determine the solutions that have a good chance of meeting the identified district needs.

- Consider all the evidence for needed improvements
- Research possible interventions
- Determine if staff has the capacity to implement possible interventions

Step 3: Plan Implementation: Develop a team and plan to implement the solutions that are most promising and can be carried out at the school.

- Identify roles and responsibilities of those implementing the intervention
- Develop a team that will deeply understand the intervention and of best ways to implement it
- Develop the implementation timeline
- Identify resources and supports needed for the implementation of the intervention
- Develop a set of information to be reviewed to track the implementation

Step 4: Implement Plan: Carry out the plan to implement the promising solutions, making real-time adjustments where/when needed.

- Collect information to monitor the quality of supports being provided for the intervention
- Consider what additional information is needed to determine if intervention is working
- Assess the degree to which the implementation plan is being followed
- Identify ways to break down any barriers
- Build capacity of others to facilitate the improvement process now and in the future

Step 5: Examine Progress: Determine whether the implementation of the promising solutions is meeting the originally identified needs of the school.

- Determine if the staff can formally study the effects of the intervention to share with others in the field
- Monitor implementation and progress against defined goals
- Define reasonable expectations for success
- Identify and track progress and performance
- Develop a plan for how knowledge about the intervention will be shared with others
- Use the evidence to determine whether the intervention should continue as is, be modified, or be discontinued

FAMILY and COMMUNITY ENGAGEMENT

GOAL	To increase the percentage of students scoring at or above the Developing rating in ELA from 43% to 48% as measure by the GMAS EOG assessment by the end of the 2018-2019 school year.			
Structure(s)	FCE 1, 2, 3, 4, 5, 6			
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 b. Method for Monitoring		Position/Role Responsible
1. Increase p/family awareness and use of Parent Access/PowerSchool Portal	State / Local/ Title I	a. August 2018 - May 2019 b. Parent Signature		Parent Facilitator (PF) Teacher, IS, Adi
2. Family / parent workshops based on the need of the parents as evidenced by academic data trends, surveys, family/parent input (supplies, tech, overtime, materials)	State / Local/ Title I	a. August 2018 - May 2019 b. sign-in log, agenda, pictures, presentation information		Parent Facilitator, Admin, Teacher
3. Send home student progress reports 2 1/2 weeks and engage in parent conferences as needed.	State / Local/ Title I	a. 3 times per marking period August 2018 - May 2019 b. student signature sheet		Teachers Admin, PF
4. Increase parent awareness of behavioral and academic patters of success	State / Local/ Title I	a. August 2018 - May 2019 b. website, flyers, mail out, Facebook Post, Twitter		Parent Fascilitator
5. Parent conferences a minimum of 1 time per marking period	State / Local/ Title I	a. 1 time per marking period August 2018 - May 2019 b. conference minutes, sign- in sheets		Teacher Admin, PF
6. Student Data/ Curriculum Night	State / Local/ Title I	a. once per marking period August 2018 - May 2019 b. signature sheet and pictures		PF, Admin, Academic Coach
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged		Foster and Homeless		
Provide multiple parent access times before, during and after school for quarterly parent/ teacher/ student conferences- Provide community systems of support				
English Learners		Migrant		
At this time, there are no English Learner students at Myers Middle School				
Race/Ethnicity/Minority				
Provide multiple parent access times before, during and after school for quarterly parent/ teacher/ student conferences- Provide community support resources				

SUPPORTIVE LEARNING ENVIRONMENT

GOAL	To increase the percentage of students scoring at or above the Developing rating in ELA from 43% to 48% as measure by the GMAS EOG assessment by the end of the 2018-2019 school year.		
Structure(s)	SLE 1, 2, 3		
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 b. Method for Monitoring	Position/Role Responsible
1. Students will monitor their progress in all academic areas through the use of data notebook as needed. Content courses will be monitored monthly for all goals.	State / Local/ Title I	a. Every 4 weeks August 2018 - May 2019 b. August 2018 - May 2019	Students Teachers, Admin
2. Students will monitor the progress towards their long and short term goals on a monthly basis	State / Local/ Title I	a. August 2018 - May 2019 b. goal sheets, progress reports	Students, Teachers, Admin
3. Implement and monitor Student Incentive Program	State / Local/ Title I	a. Weekly August 2018 - May 2019 b. assessment data, tutorial sign-in logs, grade reports	Admin, teachers, PF, Coaches
4. Implement weekly after-school, inter session, summer, & Saturday tutorial sessions to include additional para support overtime	State / Local/ Title I	a. August 2018 - May 2019 b. Lesson plans, observations	Teachers Admin
5. Technology Instructional initiatives & equipment to support rigorous instructional practices	State / Local/ Title I	a. August 2018 - May 2019 b. observations	Teacher Instructional Tech Admin
6. Provide extended year remediation programs for those students at risk of academic success	State / Local/ Title I	a. August 2018 - May 2019 b. Course failure reports, formative assessments	Admin, teachers, Coaches, PF
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
Identify at-risk students and recommend for early intervention support.		Teachers, admin, social worker & counseling dept will identify at-risk students and recommend early intervention support	
English Learners		Migrant	
At this time, there are no English Learner students at Myers Middle School		At this time, there are no migrant students at Myers Middle School	
Race/Ethnicity/Minority		Students with Disabilities	
Communicate to stakeholders school actions in support of an equitable learning environment		Case managers will provide weekly review of students progress & recommend support as needed	

FAMILY and COMMUNITY ENGAGEMENT

To decrease the number of events that resulted in students receiving OSS by 3% from 344 to 334

GOAL

Structure(s) FCE 1, 2, 3, 4, 5, 6

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

Action Steps	Possible Funding Source(s)	Timeline for Implementation		Position/Role Responsible
		a.	b.	
1. Parent/ family involvement in conducting behavioral base strategies in support of academic success	State / Local/ Title I	a. August 2018 - May 2019	b. sign in sheets, agenda, presentation, flyers	Parent Facilitator Admin
2. Involving students in team/parent meetings in support of academic success	State / Local/ Title I	a. August 2018 - May 2019	b. sign- in sheets, meeting notes	Parent Facilitator Teachers
3. Inform parents of outside mentoring programs in support of academic success	State / Local/ Title I	a. August 2018 - May 2019	b. observation, mentor sign- in sheets	Parent Facilitator Social Worker
4.		a.		Counselors
5.		b.		
6.		a.		
		b.		
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged		Foster and Homeless		
Monitor at- risk students during leadership and data team meetings.		Monitor at- risk students during leadership and data team meetings.		
English Learners		Migrant		
At this time, there are no English Learner students at Myers Middle School		At this time, there are no migrant students at Myers Middle School		
Race/Ethnicity/Minority		Students with Disabilities		
Monitor at- risk students during leadership and data team meetings.		Monitor at- risk students during leadership and data team meetings.		

SUPPORTIVE LEARNING ENVIRONMENT

To decrease the number of events that resulted in students receiving OSS by 3% from 344 to 334

Structure(s) SLE 1, 2, 3

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. Character Count will be taught during Instructional Focus.	State / Local	a. August 2018 - May 2019	b. class roster, presentation notes, lesson plans	Counselor Teacher, Admin
2. SWD will work on goals established in Behavior Intervention Plan.	State / Local	a. August 2018 - May 2019	b. class roster, BIP maintenance, referrals	Teachers Admin
3. PBIS incentives will be given to reward students when they exhibit the appropriate behaviors taught.	State / Local	a. August 2018 - May 2019	b. observations, teacher referral system	Teachers Admin
4. Live School points will be used to redeem for student incentives when they exhibit the appropriate behaviors taught.	State / Local	a. August 2018 - May 2019	b. observations, teacher referral system	Teachers Admin
5.		a.		
6.		a.		

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

Economically Disadvantaged	Foster and Homeless
Ongoing monitoring of SWD Behavior Intervention Plans and PBIS interventions and outcomes-Communicate actions to ensure an equitable learning environ	Ongoing monitoring of Behavior Intervention Plans and PBIS interventions and outcomes-Communicate actions to ensure an equitable learning environ
English Learners	Migrant
At this time, there are no English Learner students at Myers Middle School	At this time, there are no migrant students at Myers Middle School
Race/Ethnicity/Minority	Students with Disabilities
Ongoing monitoring of Behavior Intervention Plans and PBIS interventions and outcomes-Communicate actions to ensure an equitable learning environ	Ongoing monitoring of SWD Behavior Intervention Plans and PBIS interventions and outcomes-Communicate actions to ensure an equitable learning environ

FAMILY and COMMUNITY ENGAGEMENT

GOAL: Increase the CCRPI school rating by 3% of the gap between the base score and 100 from 52.5% to 54% by May 2019

Structure(s): FCE 1, 2, 3, 4, 5, 6

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

Action Steps	Possible Funding Source(s)	Timeline for Implementation		Position/Role Responsible
		a.	b.	
1. Literacy and Curriculum Family Night	State / Local/ Title I	a. October 2018 & March 2019	b. Sign-in sheets, agenda, meeting minutes, feedback/input	Parent/Facilitator, Admin, Teacher
2. Volunteer recruitment for parent, business, and community members to support school initiatives	State / Local/ Title I	a. August 2018 - May 2019	b. Sign-in sheets, agenda, phone logs,	Parent Facilitator Admin
3. Training: Reading and Math Benchmark Assessments ; Lexile and RIT scores	State / Local/ Title I	a. August 2018 - May 2019	b. Agenda, Sign-in sheets, feedback	PF Admin, AC
4. Effective Communication techniques with Families / Parents	State / Local/ Title I	a. August 2018 - May 2019	b. Agenda, sign-in sheets, feedback, meeting minutes	Admin, staff, PF
5. Informational resources and supplies to provide training and parent/family in support of academic successful students	State / Local/ Title I	a. August 2018 - May 2019	b. Agenda, feedback/input, meeting minutes, needs survey	Admin, PF
6. Family / parent workshops based on the need of the parents as evidenced by academic data trends, surveys, family/parent input (supplies, tech, overtime, materials)	State / Local/ Title I	a. August 2018 - May 2019	b. Agenda, feedback/input, meeting minutes, needs survey	Admin, PF, AC, Teachers
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged		Foster and Homeless		
Monitor at-risk students during leadership and data team meetings - Support at-risk families by providing community support systems		Monitor at-risk students during leadership and data team meetings- Support at-risk families by providing community support systems		
English Learners		Migrant		
Currently, there are no English Learner students at Myers Middle School		Currently, there are no migrant students at Myers Middle School		
Race/Ethnicity/Minority		Students with Disabilities		
Monitor at-risk students during leadership and data team meetings- Support at-risk families by providing community support systems		- Support at-risk families by providing community support systems Monitor at-risk students during leadership and data team meetings		

SUPPORTIVE LEARNING ENVIRONMENT

GOAL: Increase the CCRPI school rating by 3% of the gap between the base score and 100 from 52.5% to 54% by May 2019

Structure(s): SLE 1, 2, 3

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

Action Steps	Possible Funding Source(s)	Timeline for Implementation		Position/Role Responsible
		a.	b.	
1. Peer Mediation sessions will be offered through the Guidance Counselor Office	State / Local	a. August 2018 - May 2019	b. Sign-in sheets, Monthly report	Counselors, Teachers, Admin
2. PBIS Team will plan monthly incentive events	State / Local	a. August 2018 - May 2019	b. PBIS calendar, PBIS team minutes	PBIS team, Admin
3. Biweekly newsletter for parents highlighting academic enrichment and support opportunities	State / Local/ Title I	a. August 2018 - May 2019	b. Newsletter	Admin Parent Fac
4. Behavior Specialist will facilitate small group sessions for identified groups of students	State / Local	a. August 2018 - May 2019	b. Sign-in sheets, monthly report	Behavior Spc Admin, Admin
5. School-Parent/Family grade-level Compact	State / Local/ Title I	a. August 2018 - May 2019	b. Teacher, student, parent/family input, signature pages, distrib	Admin, Teacher, PF, Students, Parent
6.		a.		
b.		b.		

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

Economically Disadvantaged	Foster and Homeless
Monitor at-risk students during leadership and data team meetings- Support at-risk families by providing community support systems	Monitor at-risk students during leadership and data team meetings- Support at-risk families by providing community support systems
English Learners	Migrant
At this time, there are no English Learner students at Myers Middle School	At this time, there are no migrant students at Myers Middle School
Race/Ethnicity/Minority	Students with Disabilities
Monitor at-risk students during leadership and data team meetings- Support at-risk families by providing community support systems	Monitor at-risk students during leadership and data team meetings- Support at-risk families by providing community support systems

