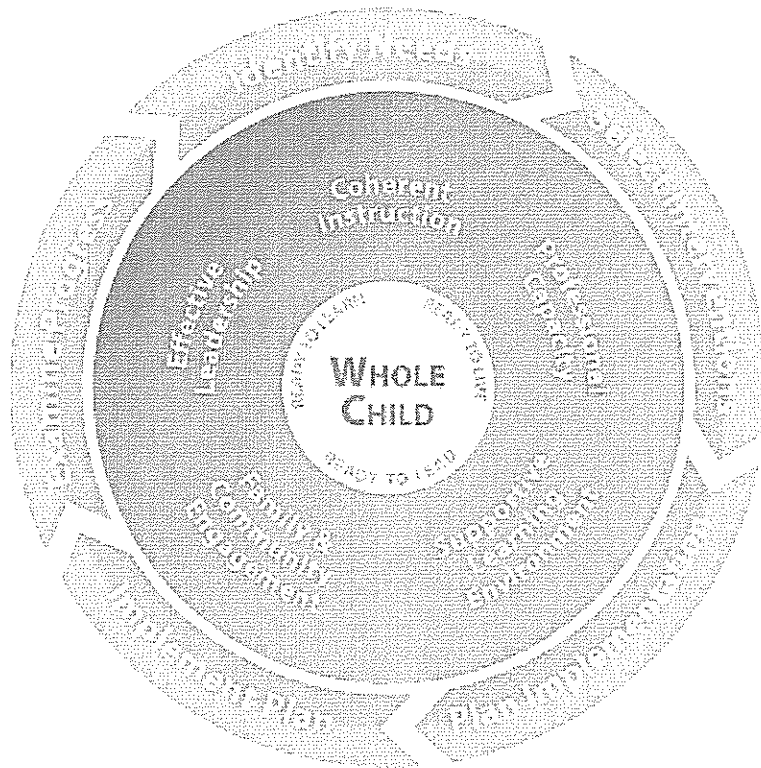




# School Improvement Plan 2019 - 2020



## Savannah-Chatham County Southwest Middle School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Savannah-Chatham County
School Name	Southwest Middle School
Team Lead	Craig Daughtry

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	Improve CCRPI content mastery performance percentage by increasing the number of students performing at the developing and higher achievement level on the GMAS assessment in Math, ELA, Social Studies, and Science during the Spring 2020 test administration.
Root Cause # 1	Teachers inconsistently collaborate as it relates to the established protocols, use common assessments, and analyze data to respond to the needs of struggling learners.
Root Cause # 2	The reading and math numeracy level are below grade-level.
Root Cause # 3	Rigor is not consistently evident in teacher planning, instruction and assessment.
Root Cause # 4	Teachers do not know how to or they do not consistently deconstruct learning targets in order to identify what students must know and be able to do demonstrate mastery of specific standards.
Goal	Increase the percentage of developing or higher learners from 59% to 62% on the ELA Georgia Milestone Assessments (GMAS), from 67% to 70% on the Math GMAS, from 51% to 54% on the Science GMAS and from 58% to 61% on the Social Studies GMAS by May 2020.

Action Step # 1

Action Step	Provide Professional Learning on Reading Instructional Strategies highlighting vocabulary (Frayer Model, Concept Maps, KIM Model), Reading Comprehension strategies (Summarizing, Context clues, text structure), Student Engagement (Aggressive monitoring), Rigor (via a book study), Differentiated Instruction and Positive Relationships.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Sign In Sheets, Agenda, Professional Development Calendar
Position/Role Responsible	Administration, Leadership Team, Academic Coaches

Action Step # 1

Timeline for Implementation	Monthly
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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	Inform parents of resources to support students academic performance via workshops, newsletters and award programs.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	sign-in sheets, agenda
Position/Role Responsible	Administration, Leadership Team, Parent-Facilitator
Timeline for Implementation	Monthly

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	Provide support and remediation through the RTI process for ELA and Math, and implement a school wide literacy plan. Offer targeted assistance during Instructional Focus, extended day, and Saturday School for all core content areas.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	RTI documentation, Master Schedule
Position/Role Responsible	Administration, Leadership Team
Timeline for Implementation	Weekly

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	Reduce class size by hiring additional teachers to provide small group instruction to meet individual students' needs in ELA, Math, Science and Social Studies. Teachers will use Thinking Maps and I -Ready w/ fidelity.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 4

Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Master Schedule, Lesson plans, Assessment data, Classroom walk-through observation
Position/Role Responsible	Administration, counselors, Leadership Team
Timeline for Implementation	Weekly

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	Plan, implement and monitor frequent focus walks to identify strengths and opportunities for growth to enhance best practices related to instruction, assessment and a positive learning environment.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Focus Walk schedule, Data Collection, Professional Development Agenda
Position/Role Responsible	Administration, Leadership Team
Timeline for Implementation	Monthly

What partnerships with IHEs, business, Non-Profits,	
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Action Step # 5

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	Provide relevant and engaging learning experiences by integrating technology (I-Ready, MobyMax, Khan Academy, USA TestPrep, Brain-Pop!, Z-Space) into instruction in ALL content areas.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Lesson plans and walk-through observations
Position/Role Responsible	Administration, Teachers
Timeline for Implementation	Weekly

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	Plan, implement and monitor students' use of I-Ready, MobyMax, Khan Academy, USA TestPrep, Brain-Pop!, and other resources to support identified areas of deficiencies in Math, ELA, Science and Social Studies. Plan, implement and monitor students' use of Z-Space to support deficiencies in Science.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Lesson plans, observations
Position/Role Responsible	Administration, Leadership team
Timeline for Implementation	Weekly

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	Administrators, Academic Coaches and teachers will attend regional and national conferences, focused on improvement student engagement, literacy, math skills, professional learning communities, and the overall culture and climate of the school (Model School Conference, Ron Clark, etc).
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority



Action Step # 8

Subgroups	Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Sign-In Sheets, Agenda, Re-delivery Agenda
Position/Role Responsible	Administration, Leadership Team
Timeline for Implementation	Yearly

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	Improve literacy within all content areas.
Root Cause # 1	Students lack vocabulary acquisition skills and vocabulary is taught in isolation.
Root Cause # 2	Students do not read informational texts or write technical pieces based on informational texts regularly.
Root Cause # 3	Rigor is not consistently evident in teacher planning, instruction, and assessment for reading and writing lessons.
Goal	Increase the percentage of students reading on/above Grade level from 53% to 58% as measured by the Georgia Milestones Assessment by May 2020.

Action Step # 1

Action Step	Teachers will incorporate Reading/Vocabulary/Inquiry Strategies into their daily lessons (Thinking Maps, Frayer Model, Inferring, Questioning, Summarizing, etc.)
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Lesson Plans, classroom observations
Position/Role Responsible	Administration, Academic Coaches, Teachers
Timeline for Implementation	Weekly

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	Provide additional instruction through I-Ready for students who show deficiencies in reading and writing.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	I-Ready assessment and data
Position/Role Responsible	Teachers, Administration, Academic Coach
Timeline for Implementation	Weekly

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	Effectively implement GSE literacy standards across all content and connections classes
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity

Action Step # 3

Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Lesson Plans, Classroom observations, MAP Data
Position/Role Responsible	Teachers, Academic Coach, Administration
Timeline for Implementation	Weekly

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)?	<a href="https://www.georgiastandards.org/Georgia-Standards/Documents/Big-Book-Standards-E-LA-and-Literacy-Standards.pdf">https://www.georgiastandards.org/Georgia-Standards/Documents/Big-Book-Standards-E-LA-and-Literacy-Standards.pdf</a> <a href="https://www.georgiastandards.org/Georgia-Standards/Documents/CCGPS_6-8_SS-Science-Tech-Literacy_Guidance.pdf">https://www.georgiastandards.org/Georgia-Standards/Documents/CCGPS_6-8_SS-Science-Tech-Literacy_Guidance.pdf</a>
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Action Step # 4

Action Step	Participate in content specific professional development to support implementation of GSE literacy standards across all content areas.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Agenda, Sign-In Sheet, Focus Walks,
Position/Role Responsible	Leadership Team, Administration, Academic Coaches, Teachers
Timeline for Implementation	Monthly

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 # 4

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

Action Step	Provide support and remediation through the RTI process for Reading and Writing, and implement a school-wide literacy (Reading, Writing, Speaking and Listening) plan. Offer targeted assistance during Instructional Focus, extended day, and Saturday School for all core content areas.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	RTI Process, Literacy Plan, Formal and Informal observations, Sign in sheets
Position/Role Responsible	Literacy Academic Coach, Administration, Teachers
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating 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	Improve the overall star climate rating score by developing a stronger positive learning environment and reducing the number of student referrals.
Root Cause # 1	Lack of clearly defined behavioral expectations and lack of positive relationships among all stakeholders.
Goal	Decrease the SY 2018-2019 OSS discipline incidents by 5% from 275 to 261 incidents by May 2020.

Action Step # 1

Action Step	Provide job-embedded professional learning regarding reading strategies, student engagement, positive relationships and aggressive monitoring to improve teacher capacity.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	PD sign-in sheets and agendas, Focus Walks
Position/Role Responsible	Administration, Academic Coaches
Timeline for Implementation	Others : Aug 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)?	<a href="https://www.acedisd.com/aggressive-monitoring">https://www.acedisd.com/aggressive-monitoring</a>
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Action Step # 2

Action Step	Monitor Collaborative Planning PLC sessions to ensure common instructional strategies are implemented
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Collaborative Planning Minutes, sign-in sheets, lesson plans
Position/Role Responsible	Administration, Academic Coaches
Timeline for Implementation	Weekly

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 participate in regional and national conferences, focused on improving student engagement and the overall culture and climate of the school.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 3

Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Agenda, Re-delivery and implementation of research-based strategies
Position/Role Responsible	Administration, Leadership Team
Timeline for Implementation	Others : August 2019 - July 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	Provide computer assisted instruction through evidence-based programs (Z-Space, IReady, USA Test Prep, etc.).
Funding Sources	Title I, Part A Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Data reports, Lesson plans, observations
Position/Role Responsible	Academic Coaches, Teachers, Leadership Team
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits,	
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Action Step # 4

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	PBIS team will implement S.O.A.R. by providing lessons, displaying expectation posters and offering monthly incentives. The PBIS team will utilized an electronic platform to track, reward and improve behavior (LiveSchool, PBIS Rewards or similar platform).
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Review of ABC Data, PBIS Calendar, PBIS team minutes
Position/Role Responsible	PBIS Team, Administration
Timeline for Implementation	Monthly

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>Southwest Middle held leadership team meetings (two times monthly) to review school improvement goals and data to prioritize needs and to implement effective strategies to improve teaching and instruction. The SWMS school council, PTA, faculty meetings, and Title I parental involvement initiatives were all used to solicit feedback and input from all stakeholders. Staff, students, and parents also completed climate surveys to provide feedback regarding the school. The School Improvement Plan included data (both qualitative and quantitative) that informed and directed the established goals and strategies. SWMS will continue to hold leadership team meetings throughout this school year to review school improvement goals and revise if necessary based on current data. A mid-year meeting will be held with all stakeholders to review goals and school data to determine if revisions are necessary to the SIP. The School Improvement Plan will be posted on the school website with the grade level compacts and the Family Engagement Policy.</p> <p>Parents and stakeholders are invited to the annual Parent Forum held each Spring to inform and gather stakeholder input in which a variety of topics are discussed. Stakeholders are contacted by various means such as fliers, marquee announcements, call-out, and messages on the school's website. During the annual Forum attendees are given an update of school data, and areas of strengths/weaknesses are shared, and input is sought resulting in a meaningful two-way communication of School Improvement Plan development. Additionally, teachers and students meet annually during the school day and are given an opportunity to provide input on the School Improvement Plan, the Family Engagement Policy and the School-Family grade-level Compacts. A mid-year review with all stakeholders will be completed to review and revise goals and action steps based on current data. The SIP will be posted on the school's website with the compacts and Family Engagement Policy.</p>
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<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>All of Southwest Middle School teachers are teaching in-field and are highly qualified. Southwest Middle seeks out highly skilled and certified content teachers who are provided three years of district new teacher training and weekly on-site professional development. We continually recruit through career fairs, where applicants are vetted by district human resource department.</p>
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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).

Southwest Middle School(SWMS) will implement effective evidenced-based instructional programs related to reading strategies, student engagement and positive relationships to support student learning, academic achievement and the overall climate of the school.

Increased student achievement will be measured from Georgia Milestone Assessments (GMAS) results and will show an increase of 3 % or higher for Math, English, Science and Social Studies. These goals will be reached through collaborative efforts of all stakeholders through job-embedded professional development to incorporate researched-based instructional strategies, monitoring, documentation and timely and constructive feedback. Emphasis on hands-on activities and inquiry-base learning will contribute to the academic increase on the Science GMAS as well.

Number of out of school (OSS) office referrals will decrease by 5%. Implementation of Positive Behavioral Interventions and Supports (PBIS) and job-embedded professional learning on student engagement and positive relationships will contribute to the decrease in OSS referrals. In addition to PBIS, teachers will incorporate strategies from the Ron Clark Academy to improve relationships and the overall climate of SWMS.

To increase the school rating from 63.6 to 64.7 by May 2019 as measured by CCRPI which is 3% of the gap between the base score and 100 will take the following: Improving the academic performance of our Students with Disabilities, Economically Disadvantage and black students; Increasing the number of students scoring Developing or higher on the GMAS assessment; Improving students ability to read and comprehend grade-level text; Providing opportunity for job-embedded professional learning and collaboration for teachers to analyze data, design engaging lessons and facilitate engaging and rigorous lessons with researched-based strategies; Providing timely and constructive feedback to inform and improve educational practices; And consistent monitoring through data analysis and classroom observations.

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.

NA

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.

NA

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 skills.

Southwest Middle School will collaborate with Windsor Forest High School and plan vertical teaming meetings, 8th grade parent informational meetings and student shadowing experiences. SWMS students will also have an opportunity to take high school credit courses.  
 Southwest Middle School will collaborate with local post-secondary institutions to plan field-trips and career fair activities.

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.

Implementation of Positive Behavioral Interventions and Supports (PBIS) and job-embedded professional learning on student engagement and positive relationships will contribute to the decrease in OSS referrals. In addition to PBIS, teachers will incorporate strategies from the Ron Clark Academy to improve relationships, and the overall climate of SWMS.  
 The Leadership and Data Team meet regularly to review discipline data concerns then develop action plans to address any issues. Teachers are provided classroom management professional development and are allowed to observer model teachers to gain more classroom management strategies.

ADDITIONAL RESPONSES

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

SWMS implements the multi-tiered RtI process for early identification and support of students with learning and behavior needs. Students that require additional support are provided with interventions at increasing levels of intensity to accelerate their rate of learning. Progress is closely monitored to assess both the learning rate and level of performance of each student.