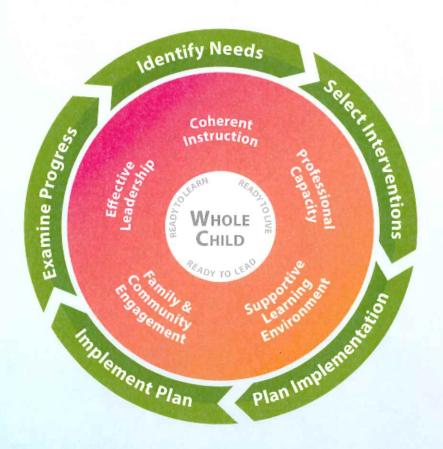# School Improvement Plan
2021 - 2022

Telfair County
Telfair County Middle School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Telfair County
School Name	Telfair County Middle School
Team Lead	Shelby Meeks

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

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
	Free/Reduced meal application
✓	Community Eligibility Program (CEP) - Direct Certification ONLY
	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 student academic proficiency.
Root Cause # 1	Inconsistent use of data-driven differentiation
Root Cause # 2	Inadequate reading comprehension skills, writing skills, and math skills
Root Cause # 3	Funding to acquire needed supplemental materials and personnel
Goal	On the final 2021-2022 I-Ready Benchmark in Math and Reading, the median growth for each grade level will be 100% or better.

Action Step # 1

Action Step	TCMS will re-implement "TCMS READS", which will designate the first 20 minutes of each school day as individual reading time in an effort to improve reading skills.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Student Lexile Scores
Position/Role Responsible	Principal, Teachers
Timeline for Implementation	Yearly

Action Step # 1

What partnerships, if any, 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)?	

Action Step # 2

Action Step	Use student data to drive instruction and differentiation practices.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Lexile scores, classroom assessments, I-Ready diagnostic reports, lesson plans, classroom observations
Position/Role Responsible	Language Arts Teachers, AP for Instruction
Timeline for Implementation	Yearly

What partnerships, if any, 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)?	

Action Step # 3

Action Step	Math and Language Arts teachers will use common planning time to develop and implement more rigorous lessons with the assistance of the AP for Instruction.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Lesson Plans, TKES Observations, IC Observations, GMAS results
Position/Role Responsible	AP for Instruction, Principal, Math and ELA Teachers
Timeline for Implementation	Yearly

What partnerships, if any, 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)?	

Action Step # 4

Action Step	PLC's will focus on improving Tier 1 instruction and differentiation
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

Action Step # 4

Funding Sources	IDEA McKinney-Vento Perkins N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	PLC minutes, Lesson Plans
Position/Role Responsible	AP for Instruction, Principal, Teachers
Timeline for Implementation	Yearly

What partnerships, if any, 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)?	

Action Step # 5

Action Step	Monitor student growth through I-Ready
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A

Action Step # 5

Systems	Coherent Instruction
	Effective Leadership
	Professional Capacity
	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	I-Ready data reports, PLC minutes to monitor data analysis
Position/Role Responsible	Teacher, AP for Instruction, Principal
Timeline for Implementation	Yearly

What partnerships, if any, 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)?	

Action Step # 6

Action Step	Utilize Migrant/ESOL personnel to improve that subgroup's Math and Reading achievement
Funding Sources	Title I, Part A
	Title II, Part A
	Title III, Part A
Subgroups	Economically Disadvantaged
	English Learners
	Migrant
	Race / Ethnicity / Minority
Systems	Coherent Instruction
	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	ACCESS Testing, I-Ready reports
Position/Role Responsible	Migrant/ESOL teacher
Timeline for Implementation	Yearly

Action Step # 6

What partnerships, if any, 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)?	

Action Step # 7

Action Step	Acquire and utilize technology resources to improve student academic 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 Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	classroom observations, surveys, lesson plans
Position/Role Responsible	Technology Director, Technology Specialist, Principal, AP for Instruction
Timeline for Implementation	Yearly

Action Step # 7

What partnerships, if any, 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)?	

Action Step # 8

Action Step	Hire more personnel to support instruction and reduce class sizes
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	class rosters, classroom observations
Position/Role Responsible	Principal
Timeline for Implementation	Yearly

What partnerships, if any, 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)?	

Action Step # 9

Action Step	Identify 10-15 students per grade level with the most learning loss and provide focused instruction on the most deficient skills and concepts as identified by I-Ready diagnostics in an effort to close learning gaps.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	lesson plans, classroom observations, classroom assessments, I-Ready reports, student portfolios
Position/Role Responsible	Assistant Principal for Instruction
Timeline for Implementation	Yearly

What partnerships, if any, 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)?	

Action Step # 10

Action Step	Add an additional certified teacher to implement focused Civics Instruction, Health and Wellness Instruction, Communication Skills, and Personal Finance/Life Skills instruction for the majority of TCMS Students if suitable personnel can be found.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A

Action Step # 10

Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	classroom observations
Position/Role Responsible	Principal, Human Resources Director
Timeline for Implementation	Others : ongoing

What partnerships, if any, 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)?	

Action Step # 11

Action Step	Implement an afterschool tutoring program
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Assessments, GMAS, student grades, sign-in sheets
Position/Role Responsible	Administration, afterschool teachers
Timeline for Implementation	Yearly

Action Step # 11

What partnerships, if any, 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)?	

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve practices to effectively meet the needs of all students
Root Cause # 1	Lack of vertical alignment between grade levels, specifically transitional grade levels
Root Cause # 2	Infrequency of walkthrough observations and feedback
Root Cause # 3	Increased need for resources to support instruction and combat learning loss
Goal	The TCMS CCRPI score will increase by 3% over the 2019 CCRPI score.

Action Step # 1

Action Step	Each academic teacher will receive a minimum of one additional TKES walkthrough over the minimum number of observations required each semester.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	TKES platform
Position/Role Responsible	Administrators, Academic Teachers
Timeline for Implementation	Yearly

What partnerships, if any, 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)?	

Action Step # 1

What partnerships, if any, 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)?	

Action Step # 2

Action Step	obtain and utilize supplemental resources, classroom supplies, and computer software to further support teaching and learning.
Funding Sources	Title I, Part A Title V, Part B Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Surveys and evaluations, assessment data, GMAS results
Position/Role Responsible	Administration
Timeline for Implementation	Yearly

What partnerships, if any, 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)?	

Action Step # 3

Action Step	ESOL and Migrant tutors will be utilized to support those subgroups.
Funding Sources	Title I, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Surveys and evaluations
Position/Role Responsible	Principal, Federal Programs Director
Timeline for Implementation	Yearly

What partnerships, if any, 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)?	

Action Step # 4

Action Step	Academic rigor will be increased.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A

Action Step # 4

Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	PLC minutes, TKES evaluations, Lesson Plans
Position/Role Responsible	Administration
Timeline for Implementation	Yearly

What partnerships, if any, 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)?	

Action Step # 5

Action Step	Maintain effective professional learning communities
Funding Sources	Title I, Part 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
Method for Monitoring Implementation and Effectiveness	PLC Agendas, TKES evaluations
Position/Role Responsible	Administration
Timeline for Implementation	Yearly

Action Step # 5

What partnerships, if any, 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)?	

3. REQUIRED QUESTIONS

3.1 Stakeholders, Serving Children, PQ

Required Questions

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.	Multiple personnel at TCMS were included in the completion of the Comprehensive Needs Assessment and development of the School Improvement Plan. Furthermore, we included our Parent Advisory Committee, School Council, and Leadership Team in the final analysis of the CNA and SIP. Stakeholders were provided opportunities in multiple meetings to comment and make suggestions about the CNA and the SIP.

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.	School and district leaders collaborate to ensure that all children are taught by teachers who are effective, in-field, and have access to quality professional learning. System-level and school administrators constantly analyze the quality of their staff. Plans are created for teachers who need to improve, and mentors are assigned to teachers during their first three years of teaching. To ensure that no children are served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, a three-tiered method, including teacher evaluation program, student performance data, and failure rate, will be used to determine a teacher's effectiveness. The first tier will be based on the teacher's satisfactory performance as determined by the Teacher Keys Effectiveness System. The second method will be based on the teacher's ability to positively impact student achievement based on benchmark assessments and standardized test results. The expectation is that the subgroups within a class will meet or exceed the targets set forth by the system and state. The third tier will be based on the failure rate associated with individual teachers as compared to that of their peers. The expectation is that the instructor's failure rate will not exceed the average of the grade or like subject. A teacher will be considered effective if two of the three determinants are met successfully. Students previously taught by an ineffective teacher will only be assigned to teachers measured as effective.

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).	Student progress is monitored through class grades, benchmarks, and GMAS scores. When a student is deemed to be "at-risk" due to inadequate progress in math or language arts, student-specific interventions are instituted in those classrooms to help the student make adequate progress in those subject areas. If the student continues to fall behind grade level expectations in math and/or language arts, he receives subject-specific interventions 2 days per week for 30 minutes each day in a resource classroom during the exploratory period. If there is still no improvement or successful progress, the rate of interventions increases to 4 days per week for 30 minutes each day. The next step in support for "at-risk" students is to be recommended for an educational screening and possible full psychological assessment to see if the student may have a disability that prohibits learning in the traditional classroom setting. TCMS has

	implemented "Learning in the Fast Lane" as a resource for research-based instructional strategies to be implemented in all math, science, and social studies classrooms. This resources provides scaffolding techniques, an acceleration model, intrinsic motivators, and a vocabulary development plan which especially target "at-risk" students.TCMS, along with the entire Telfair County school system, has implemented close reading and writing strategies throughout all classrooms. These strategies ensure that the students are closely reading all texts through a process of multiple reads, vocabulary acquisition, questioning the text, connecting with the text, and annotating the text. With the completion of this close reading process, all students but especially the "at-risk" student gains a better understanding of what they have read and can produce a piece of writing based on the comprehension what they have read.TCMS employs teachers to assist in class-size reduction. Smaller class sizes helps to allow teachers to more effectively differentiate instruction, apply cooperative learning strategies, provide feedback to direct student learning, and work with students individually in order to improve the academic achievement for at-risk students.The instructional coach has supported the implementation of all instructional strategies at TCMS. The IC is instrumental in assisting teachers in the classroom and through Professional Learning Communities with increasing rigor, which should translate into improved student performance on meet the state's challenging academic standards. The IC position is being transitioned into the Assistant Principal for Instruction.There are no Telfair County Middle School students living in local institutions for neglected or delinquent children.

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.	N/A

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

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.	N/A

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.	The implementation of the BRIDGE Act provides middle school students with career counseling and regularly-scheduled advisement to choose a focused plan of study. TCMS offers support for students and parents of students making the transition from middle grades to high school. During the Spring, TCMS coordinates with TCHS to provide an 9th Grade Orientation that explains the registration process along with specific courses and pathways offered at the high school level. Support is also given by the 8th grade teachers as students and parents are deciding on advanced courses.TCMS capitalizes on community partnerships to provide a world-class, innovative, and dynamic education for our students. TCMS coordinates with Georgia Power to provide hands-on, real-world, innovative learning that the students can carry with them throughout the rest of the their educational careers. The educational outreach coordinator for Georgia Power visits TCMS science classrooms twice a year to teach science standards that are correlated to the standards that Georgia Power employees use every day in their careers.

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.	TCMS has instituted a "School-Wide Discipline Plan" that attempts to curb the number of office referrals by providing the classroom teacher with strategies for maintaining discipline. There are 7 Steps on this plan, as well as required parent contact, in the effort to correct misbehavior before it gets to the point of an office referral. Also, the administration has reduced the number of consecutive days that a student will be placed in In-School Suspension/Out of School Suspension for any one incident.

ADDITIONAL RESPONSES

8 Use the space below to provide additional narrative regarding the school's improvement plan	We further support students through extended learning time, remediation time, and extended reading time.