



# School Improvement Plan 2023 - 2024



## Bulloch County Portal Middle/High School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Bulloch County
School Name	Portal Middle/High School
Team Lead	Julie H. Blackmar
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

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 middle school student performance in ELA and mathematics; Improve high school student performance in ELA, mathematics, science, and SS.
Root Cause # 1	
Goal	<p>Portal Middle School will increase its overall weighted content mastery score by 3% from 59.1% in 2022 to 60.9% in 2023; to 62.7% in 2024; to 64.6% in 2025 by implementing Professional Learning Communities.</p> <p>Portal High School will increase its overall weighted content mastery score by 3% from 61.5% in 2022 to 62.7% in 2023; to 63.8% in 2024; to 64.9% in 2025 by implementing Professional Learning Communities</p>

Action Step # 1

Action Step	PLCs will identify priority standards/skills to be assessed on at least 1 common assessment created by the team each quarter.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	N/A
Systems	Coherent Instruction
Method for Monitoring Implementation	100% of PLCs have identified priority standards/ skills on at least 1 common assessment per quarter.
Method for Monitoring Effectiveness	Creation of at least one common assessment per quarter
Position/Role Responsible	School Instructional Coach, PLCs
Timeline for Implementation	Quarterly

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)?	
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Action Step # 2

Action Step	Each PLC will analyze individual teacher assessment data from 1 common assessment and complete a Data Analysis Reflection to determine student content mastery and then prepare a remediation/enrichment and reassessment plan.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	Common Assessments; Mastery Data Sheets, Data Analysis Reflections, Remediation & Reassessment Plans, Enrichment Plans
Method for Monitoring Effectiveness	100% of PLCs have completed Data Analysis Reflections for their 1 common assessment (using priority standards) per quarter, a remediation/ enrichment plan and reassessment plan, and updated the Mastery Data Sheet for 1 common assessment per quarter.
Position/Role Responsible	School instructional coach, PLC Team Members
Timeline for Implementation	Quarterly

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)?	
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Action Step # 3

Action Step # 3

Action Step	Provide professional development on the creation of standards-based assessments through Illuminate and how to effectively use Illuminate's reporting features.
Funding Sources	Title I, Part A
Subgroups	N/A
Systems	Professional Capacity
Method for Monitoring Implementation	Training Agendas; Training Sign-In Sheets; Common Assessments; Mastery Data Sheets
Method for Monitoring Effectiveness	100% of PLCs will be able to create standards-based assessments and utilize Illuminate's reporting features for effective data analysis
Position/Role Responsible	District Instructional Coaches and/or Illuminate Coach
Timeline for Implementation	Others : Semester

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)?	
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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 4-year graduation rate.
Root Cause # 1	
Goal	Portal Middle High School will increase its 4-year graduation rate by 3% from 90.38% in 2022 to 90.7% in 2023; to 91.0% in 2024; to 91.3% in 2025 by implementing a comprehensive MTSS/School Climate plan to ensure students are supported, engaged, and successful

Action Step # 1

Action Step	Continue PBIS Schoolwide Implementation Plan (refine roll-out, include attendance as part of PBIS, system of acknowledgments, lesson plans, etc.)
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	% task complete
Method for Monitoring Effectiveness	PBIS implementation plan, timeline, PBIS lesson plans, student/staff surveys
Position/Role Responsible	Instructional Coach; AP; PBIS committee chair, co-chair, and members
Timeline for Implementation	Monthly

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)?	
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Action Step # 2

Action Step	Hold Attendance Support Team (AST) meetings to monitor and use attendance data to address student attendance issues.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Family and Community Engagement
Method for Monitoring Implementation	# of meetings held
Method for Monitoring Effectiveness	AST Sign-in Sheets, Minutes, Attendance Reports, Decrease in % of students missing more than 10% of enrolled days
Position/Role Responsible	Principal, Social Worker, Attendance Clerk, School Counselors
Timeline for Implementation	Others : Semi-monthly

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)?	
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Action Step # 3

Action Step	Provide one-on-one counseling for students whose school performance (socially, academically, behaviorally, etc.) is negatively affected by trauma.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	% of students served across MS and HS
Method for Monitoring Effectiveness	Monthly Counseling Log Sheets
Position/Role Responsible	Principal, School Counselors, Outside Counseling Group
Timeline for Implementation	Weekly

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)?	
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Action Step # 4

Action Step	Refine high school Grade Level Advisement process.( outline of SEL topics, resources to support teaching of SEL, check grades, attendance, test scores, missing assignments, discipline, advisor training)
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant



Action Step # 4

Subgroups	Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	# of advisement sessions held
Method for Monitoring Effectiveness	Student advisement presentations, student data tracking template, outline of advisement topics
Position/Role Responsible	Principal, Leadership Team
Timeline for Implementation	Monthly

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)?	
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Action Step # 5

Action Step	Provide professional development on effective evidence-based classroom instructional strategies with an emphasis on those strategies that promote student engagement.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Professional Capacity
Method for Monitoring Implementation	% of teachers that have completed PD
Method for Monitoring Effectiveness	PLC Minutes, Training Agendas, Training Sign-In Sheets
Position/Role Responsible	District Instructional Coaches and/or PD Trainers

Action Step # 5

Timeline for Implementation	Quarterly
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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)?	
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Action Step # 6

Action Step	Plan and implement middle school Grade Level Advisement process (grades/attendance/behavior tracking; i-Ready goal setting, outline of SEL topics, resources to support teaching of SEL)
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	# of advisement sessions held
Method for Monitoring Effectiveness	Student advisement presentations, student data tracking template, outline of advisement topics
Position/Role Responsible	Principal, Leadership Team
Timeline for Implementation	Monthly

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)?	
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Action Step # 7

Action Step	MTSS team will meet monthly to address attendance, behavior, & academics concerns (climate coach referrals, creating/monitoring behavior plans, progress-monitoring, etc.)
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	# of meetings held
Method for Monitoring Effectiveness	MTSS Team Minutes
Position/Role Responsible	School MTSS Coordinators (MS & HS), Counselors, PLCs
Timeline for Implementation	Monthly

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)?	
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Action Step # 8

Action Step	Provide additional faculty/staff to support the intervention process and lower class sizes.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership
Method for Monitoring Implementation	% Task Complete
Method for Monitoring Effectiveness	School Funding Formula Worksheet, Master Schedule
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)?	
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### 3. REQUIRED QUESTIONS

#### 3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

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).</p>	<p>The school leadership team worked together to develop the SIP during SIP PD sessions provided and led by the district, These included data digs and SIP development based upon the data digs. Input is sought at faculty meetings with staff as well as through staff survey data. Input is also sought from parents and community leaders at school council meetings as well as through parent and student data survey data.</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>Professionally qualified teachers are sought for teaching positions. If a teacher is not professionally qualified, they are monitored on a remediation plan to ensure they become professionally qualified.</p>
<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>Portal Middle High School (PMHS) is on a four period block schedule for high school and a six period schedule for middle school. An additional period (REP) is built into the school day designated for remediation, intervention, and enrichment. Students are assigned to classes during this period based on teacher request and student data. Data from state and school testing (iReady, Illuminate, USA Test Prep, etc.) are used to make REP assignments. Teachers meet monthly in grade level teams to determine where students are best served in the REP period.</p> <p>PHS students also have additional choices of opportunities for electives, CTAE pathways, and dual enrollment college courses off campus.</p> <p>PMHS students identified in special education are served through their IEP in co-teaching classes.</p> <p>PMHS students in Tier 2 and Tier 3 of Multi-Tiered System of Support (MTSS) are identified by their teachers in MTSS meetings. Each month student data is reviewed and interventions based on need are applied. The MTSS Coordinator monitors Tier 2 and Tier 3 student data and conducts progress assessment, as needed. Student interventions occur during regular class periods and in REP periods. During middle school REP, identified students are served by a reading interventionist and a math interventionist, as appropriate.</p> <p>Professional development is provided to faculty/staff to help support the</p>

	<p>effective implementation of our school's professional learning communities (PLCs). Our school PLCs facilitate ongoing collaboration between our faculty/staff with the goal being that of increasing student success--academically, behaviorally, and socially. It is through participation in PLCs that faculty/staff disaggregate and utilize student data for instructional planning, goal setting, progress monitoring, etc. These PLCs also serve to support teachers and other staff who may be struggling in their work.</p> <p>Funding will be used to supplement certified and non-certified positions, to assist in providing supplemental mental health care counselors to serve our students, and to support varied staff professional development. Funds will be used to supplement our purchase of curriculum resources such as consumables, novel sets, manipulatives, calculators, and web-based programs. Funding will supplement the purchase of classroom supplies (paper, laminating film, printer ink, science lab materials, computer headphones, etc.) It will also be used to purchase supplemental equipment such as laptops, a poster maker, tables, chairs, storage cabinets, and outdoor seating for students.</p>
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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>N/A</p>
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### 3. REQUIRED QUESTIONS

#### 3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<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>N/A</p>
<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 skills.</p>	<p>Middle school students go to two exploratory classes per day / per semester. These include: Keyboarding/Computer Science, Robotify, Career Development, Family/Consumer Sciences, PE, Band, Engineering, and Art. This gives them experience to help them better choose pathways when they become high school students. Middle school students also participate in business and industry field trips during their middle school years. Rising 9th graders participate in high school transition activities each spring. A transition meeting is held for parents of rising 9th graders in the spring as well. Students in both middle and high school take YouScience assessments to help identify their interests and aptitudes. This is part of our school's career counseling efforts. High school students participate in work-based learning as well as dual enrollment opportunities to help prepare them for post-secondary options. High school students attend college fairs and take field trips to tour various technical colleges and universities. The high school counselor leads several parent sessions on college enrollment, completing the FAFSA, and other topics pertinent to transitioning from high school to post-secondary education.</p>
<p>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.</p>	<p>PMHS has implemented PBIS for the past six years. A comprehensive review and revision of our school's implementation of PBIS began in the spring of 2022. Our newly-revised PBIS plan was implemented in Fall 2022. PBIS focuses on preventative as well as restorative practices. Five to ten minute scripted lessons were developed for each behavior expectation on the PBIS matrix. Lessons were presented by teachers at the beginning of the school year and revisited at various times throughout the year, as needed. In regards to consequences for discipline infractions, the in-school-suspension (ISS) option provides the opportunity for students to continue to learn and complete their schoolwork even when they are unable to be in their regular classroom. The leadership team as well as the PBIS committee analyze discipline data (including by subgroup) monthly.</p>

ADDITIONAL RESPONSES

<p>8. Use the space below to provide additional narrative regarding the school's improvement plan.</p>	<p><b>Title Funding Expenses</b></p> <ul style="list-style-type: none"> <li>● Personnel</li> <li>● Student Support Services</li> <li>● Professional Development</li> <li>● Curriculum Supports (consumables, novel sets, web-based programs, etc.)</li> <li>● School Supplies (paper, laminating film, poster ink, etc.)</li> <li>● Resources to Foster Student Engagement (alternative seating, resources to make spaces inviting, manipulatives, brain break games, science tools/supplies, etc.)</li> <li>● Chromebooks and other Technology-Related Supplies</li> </ul>
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