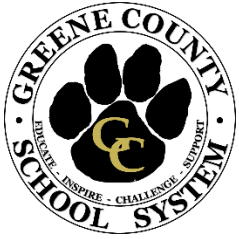




Greene County School System

Title I Schoolwide/School Improvement Plan/Action Plan

SCHOOLWIDE/SCHOOL IMPROVEMENT/ACTION PLAN		
School Name: Anita White Carson Middle School		District Name: Greene
Principal Name: DeAndra Lanier		School Year: FY23
School Mailing Address: 1010 S. Main Street Greensboro, GA 30642		
Telephone: 706-453-3308		
District Title I Director/Coordinator Name: Dr. Rotonya Rhodes		
District Title I Director/Coordinator Mailing Address: 101 East Street Greensboro, GA 30642		
Email Address: rotonya.rhodes@greene.k12.ga.us		
Telephone: 706-453-7688		
Principal's Signature:		DATE:
Title I Director's Signature:		DATE:
Superintendent's Signature:		DATE:
Revision Date: 8/23/2021	Revision Date:	Revision Date:



Greene County School System

Title I Schoolwide/School Improvement Plan/Action Plan

Planning Committee Members

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
DeAndra Lanier		Principal
Tanisha Wright		Assistant Principal
Morgen Gay		Instructional Coach
Kim Bridwell		Counselor
Ashley Bridges		Teacher/8 th grade
Tameka Redd		Teacher/7 th grade
Brequeia Yarbrough		Teacher/6 th grade
Melissa Brown		Teacher/5 th grade
Nachelle Weaver		Teacher/4 th grade
Jennifer Brooks		Teacher/SWD
Heather Hulett		Media Specialist
Regina Price		Paraprofessional
Shelly Deen		PBIS Coach
Isaac Givens		Teacher/Connections
Jackie Evans		SWD Family Liaison
		Parent
		Parent
		Parent
		Parent
Ja'Neyce Hull		Student/7 th grade



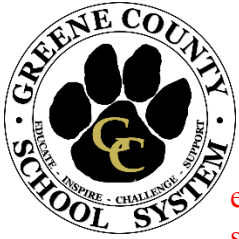
Title I Schoolwide/School Improvement Plan/Action Plan

1. Comprehensive Needs Assessment:

- What are the prioritized needs of your school? (List the top 3-4). Describe your needs assessment process that led to the development of the SWP/SIP/Action Plans.
Specifically, how did you use student achievement data to determine the action steps and interventions for at-risk students (at-risk of failing to meet state standards) in your action plan?
- Increase the percentage of co-hort 4th-5th grade students scoring grade level or above in math on Georgia Milestones from 45% in 2022 to 70% in 2023.
- Increase the percentage of co-hort 6th-8th grade students scoring developing or higher in math on Georgia Milestones from 45% in 2022 to 70% in 2023.
- Increase the percentage of co-hort 4th-8th grade students scoring grade level or above on Georgia Milestone Lexile from 47% in 2022 to 70% in 2023.
- Increase the percentage of co-hort 4th-8th grade students scoring developing or higher in ELA on Georgia Milestones from 55% in 2022 to 70% in 2023. .
- Our data research began this summer prior to the school year by analyzing data from NWEA, GA Milestones, attendance, surveys, discipline data, as well as utilizing GA DOE reports to capture a picture of the entire school's data. The administrative team brought the information back to our selected teams (data, leadership, grade level, connections, PBIS/SEL) to continue the process of identifying needs and developing intervention strategies. At our initial annual Title I meeting our draft action plan was shared with stakeholders and input was solicited as the administration reviewed the needs from the data, goals established, and interventions selected. Our final action plan was presented to the staff, once again, for final adjustments. The action plan was also shared via social media platforms for those not in attendance.

2. Schoolwide Reform Strategies:

- **If not clearly addressed in your action plans/strategies**, describe how your strategies provide opportunities for all children, including individual subgroups (economically disadvantaged, racial/ethnic groups, students with disabilities, and English learners) to meet state standards.
- Our action plan addresses all students in our 4-8 environment. All students participate in the multiple strategies defined in our action plan.
- **If not clearly addressed in your action plans/strategies**, describe professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use achievement data.
Carson Middle School provides faculty and staff with ongoing job embedded professional development opportunities throughout the school year and summer. These

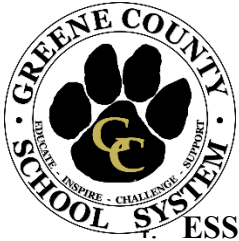


PLCs target the school's specific performance needs and the faculty and staff indications of need in the TKES platform under self-assessment. CMS also strives to ensure all members of the team are well diversified in the district's non-negotiables that are stated for academic success. The academic coach along with admin and district support staff provide these opportunities for collaboration to grade levels, vertical teams, and departments. The instructional coach also models lessons and provides feedback to teachers about instructional practices.

- **If not clearly addressed in your action plans/strategies**, describe list and describe the strategies that you will use to meet the various needs (considering the whole child) of at-risk students (i.e.: counseling services, mental health services, behavior intervention).
Teachers and students are trained in PBIS and SEL throughout the school year. School-wide expectations are developed, shared, and posted in all areas of the school as well as to our social media platforms. We maintain a school counselor, a district social worker, a district behavior specialist, a school nurse, and a district social worker who provides therapy. We work alongside with mental health providers, healthcare workers, and other community resources to emphasize available resources. Our district provides wrap around services for all families in need and maintains a procedure for making an application of need. Our faculty and staff have the support to contact mental health service providers as needed for themselves and family.
- What strategies are used to recruit and retain highly effective teachers, especially in high needs areas?
- Providing both teachers and paraprofessionals with ongoing training and support they need to effectively teach at risk students will affect recruitment and retention rated among the faculty. Our district/school peer coaching process is implemented fully throughout the year with ongoing support from mentors.
- **ELEMENTARY SCHOOLS ONLY**: What strategies will you use to assist preschool children in the transition from early childhood education?

3. Schoolwide Plan Development:

- How did you involve parents, teachers, administrators, other school leaders, and paraprofessionals in the development of your SIP/SWP/Action plans?
- Our data research began this summer prior to the school year by analyzing data from NWEA, GA Milestones, attendance, surveys, discipline data, as well as utilizing GA DOE reports to capture a picture of the entire school's data. The administrative team brought the information back to our selected teams (data, leadership, grade level, connections) to continue the process of identifying needs and developing intervention strategies. At our initial annual Title I meeting our draft action plan was shared with stakeholders and input was solicited as the administration reviewed the needs from the data, goals established, and interventions selected. Our final action plan was presented to the staff, once again, for final adjustments. The action plan was also shared via social media platform for those not in attendance.



ESSA Requirements:

- What strategies will the school use for parent and family engagement all parents? Parents of English Learners?
- The school works with a parent liaison, family connection, special needs department, and the English Language teacher to coordinate and plan for parental engagement along with other stakeholders. CMS has developed a parental engagement plan that includes multiple ways parents have options to be involved in their child's educational experience. This plan is provided for parents throughout the school year. Our district parent engagement coordinator provides multiple strategies for teachers and administration during professional learning on how to involve parents in meaningful engagements that impact student success.
- **MIDDLE AND HIGH SCHOOLS ONLY**: What strategies does the school use to facilitate effective transitions for students from middle school to high school and from high school to post-secondary education?
- This year CMS consists of grades 4-8. Our 7th graders will remain with us this t=year again. The last year's 8th graders were at the high school already and plans were developed and carried out to continue these students as 9th graders. However, this year we will again plan for transition to the high school. We work with the 9th grade assistant principal, graduation coach, and the school counselor to plan for an effective transition to the high school. This will consist of multiple opportunities for 8th graders to visit with staff and the physical environment. Appropriate learning resources will be provided to students and families to prepare for high school and beyond.