School Improvement Plan
2025 - 2026



Johnson County
Johnson County Middle School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Johnson County
School Name	Johnson County Middle School
Team Lead	Reid Bethea
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)	
✓	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	Improving Lexile levels for students performing below and basic on the Reading Inventory Assessment.
Root Cause # 1	Lack of consistency with implementation of reading strategies.
Root Cause # 2	Lack of data-driven differentiated reading instruction in the classroom.
Root Cause # 3	Lack of implementation of Literacy focus across the curriculum (Direct Literacy Plan).
Goal	Goal #1 By the end of the 2021-2026 school terms, there will be a 3% increase for all middle school students to perform at or above proficient on grade level growth on the state standardized assessment and other benchmark assessments pertaining to reading comprehension.

Action Step # 1

Action Step	The use formative and summative assessment to drive instruction (DOK) and define clear learning targets. Using a balanced Literacy Block schedule to strengthen Tier 1 instruction to eliminate the need for students to move to the next tier. Benchmarking implementation through I-Ready.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, Part A Title V, Part B IDEA McKinney-Vento Perkins
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	Google Walkthroughs, IC's explicit teaching and modeling researched based strategies for veterans and new teachers.

Action Step # 1

Method for Monitoring Effectiveness	Proficient and above ratings on state assessments and benchmarks will increase three percent yearly.
Position/Role Responsible	Administration, Instructional Coaches, District Level personnel, teachers, Community Stakeholders
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)?	!--a=1--!--a=1--

Action Step # 2

Action Step	Provide professional learning for multi-types of tier 1 interventions (DOK). Data driven professional development for all stakeholders. Revisit the balance between DOK of the Standard and the Activity Hold parent workshops focused on increasing rigor for all stakeholders Provide feedback for all teachers based on levels of implementation of instructional strategies Planned conferences with parents to discuss their child's growth within core content areas
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, Part A Title V, Part B IDEA McKinney-Vento Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 2

Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Google Walkthroughs, IC's explicit teaching and modeling researched based strategies for veterans and new teachers. Community Stakeholder
Method for Monitoring Effectiveness	Proficient and above ratings on state assessments and benchmarks will increase 3% yearly.
Position/Role Responsible	Administration, Instructional Coaches, District Level personnel, teachers
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)?	!--a=1--!--a=1--

Action Step # 3

Action Step	Implement vertical alignment teams and meetings.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, Part A Title V, Part B IDEA McKinney-Vento Perkins N/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 Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Administration walkthroughs(Via virtual or in person) IC's explicit teaching and modeling researched based strategies (Satchel)for veterans and new teachers. Community Stakeholder
Method for Monitoring Effectiveness	Proficient and above ratings on state assessments and benchmarks will increase three percent yearly.
Position/Role Responsible	Administration, Instructional Coaches, District Level personnel, certified and non-certified staff.
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)?	!--a=1--!--a=1--

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improving student knowledge of grade level vocabulary and scoring below basic on the Ga Milestone EOG.
Root Cause # 1	Inconsistent incorporation of literacy balanced blocks in all content area classes.
Root Cause # 2	Lack of data-driven differentiated vocabulary instruction in the classroom.
Root Cause # 3	Lack of redelivery of comprehension and vocabulary strategies.
Goal	By the end of the 2021-2026 school year, there will be a 3% increase in middle school students performing at or below basic measures for Lexile scores on state/benchmark assessment.

Action Step # 1

Action Step	Implementation of reading strategies across the curriculum such as PALS and LRD Implementation of reading and writing in all content areas
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, 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 Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Administration will conduct walkthroughs(via virtual or in person), Instructional coaches will explicitly teach and model evidence-based strategies (Satchel) for all teachers and stakeholders

Action Step # 1

Method for Monitoring Effectiveness	Middle school students with Lexile scores at or below basic will increase 3% yearly.
Position/Role Responsible	Administrators, Instructional Coach, and District Leaders
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)?	!--a=1--!--a=1--

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Implement a program to cultivate the whole child with social and emotional skills/learning in all areas.
Root Cause # 1	Inconsistent classroom management strategies.
Root Cause # 2	Inconsistent teaching and modeling social and emotional skills across all grade levels.
Root Cause # 3	Lack of monitoring student behavior.
Goal	By the end of the 2021-2026 school terms, middle school students will increase 3% yearly on Satchel benchmarks (pre/post assessment).

Action Step # 1

Action Step	Implementation of the Satchel program with fidelity Professional development for all staff
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, 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 Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Adminstratiors will conduct walkthroughs (virtual or in person) and Instructional coaches will monitor weekly.
Method for Monitoring Effectiveness	Middle school students will increase Satchel benchmarks 3% each year.

Action Step # 1

Position/Role Responsible	Administrators, Instructional Coach, and District Leaders
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)?	!--a=1--!--a=1--

Action Step # 2

Action Step	Implementation of PBIS with fidelity to maximize instructional time Revisit /Professional development for PBIS Professional development for classroom management strategies
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, 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 Professional Capacity Family and Community Engagement Supportive Learning Environment

Action Step # 2

Method for Monitoring Implementation	Administrators, instructional coach, and district leaders will conduct on-going walkthroughs.
Method for Monitoring Effectiveness	Middle school students will increase Satchel benchmarks 3% yearly.
Position/Role Responsible	Administrators, Instructional Coach, and District Leaders
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)?	!--a=1--!--a=1--

Action Step # 3

Action Step	Professional Development to help increase the staff's knowledge on providing equality in all areas. Professional development to train the staff on how to deliver and explicitly teach social and emotional skills.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, 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

Action Step # 3

Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Administrators, instructional coach, and district leaders will conduct on-going walkthroughs.
Method for Monitoring Effectiveness	Middle school students will increase Satchel Pulse benchmarks 3% yearly.
Position/Role Responsible	Administrators, Instructional Coach, and District Leaders
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)?	!--a=1--!--a=1--

3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and 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).	Our school leadership team presented our school improvement goals to our faculty meeting during meetings, surveys, building leadership team meetings. Feedback was sought from all faculty and stakeholder groups. Parents gave feedback and suggestions at school council meetings. Data was collected and revisions were made on stakeholder feedback to build greater stakeholder capacity.!--a=1--!--a=1--

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.	Our school has ensure that economically disadvantaged populations have highly effective teachers. We began four teacher teams during the past school year to ensure that every student receives good quality instruction from every teacher in each grade.!--a=1--!--a=1--

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).	Low performing students were provided targeted interventions based on Milestone data, Lexile data, and students growth data. Intervention tools used included Progress Learning, Vocabulary.com, Map Growth, and teacher generated evidence-based assignments/assessments. The school also uses a Reading Specialist as an interventionist to help struggling 8th grader students receive test preparation interventions for English Language skill on grade-level.!--a=1--!--a=1--

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.	Eighth grade student with below-grade level scores on the Milestone for ELA and Math will be scheduled in remediation/study skills classes for additional support. Students scoring "basic" and "below basic" in ELA will receive scaffolded reading/writing assignments. Students scoring "basic" and "below basic" math will receive scaffolded support and are scheduled Foundations of Algebra.!--a=1--!--a=1--

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!--a=1--

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; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	Eighth grade students with "below basic" and "basic" on the Milestone and Math will be scheduled in remediation/study skills classes for additional support. Low performing ELA students receive Scaffold Reading/Writing in I-Ready. Low performing Math students receive support and are scheduled for Foundations of Algebra. !----comment node----!--a=1--

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.	The school implemented the state PBIS model for discipline. Our school staff also initiated a PBIS awards incentive system to reinforce positive students behavior for more positive student outcome. Teacher received professional development training on cultivating a positive school culture/climate based on the Georgia Leadership Institute for School Improvement (GLISI). The school also revised its MTSS process to ensure that students had academic and behavior challenges received additional intervention support to help them achieve academic success at school. Our school also implemented a journal process so students who had issue that needed to be addressed could be referred to the schools' counselor. One of the Middle Schools' non-negotiables is Social Emotional Learning. The school is determined to impower teacher with the ability to educate the whole child. Social Emotional Learning also cultivates confidence and leadership skills while developing a sense of empathy as well as individual responsibility. SEL creates interpersonal relationships with diverse fellow students and colleagues. It also creates the ability to work collaboratively in groups. JCMS is addressing the whole child.!--a=1--

ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	Our school improvement plan process is fluid and a variety of stakeholders are asked periodically to provide feedback and suggest areas of improvement to impact decreases in student equity, increase in student achievement and growth, and increase in positive interactions between staff and students with school culture/climate. Celebrate difference, not dismiss them.!--a=1--