



**Jasper Middle School
Improvement
Plan**

2010 - 2011

Neil Howell, Principal



SCHOOL IMPROVEMENT PLAN

Cover Page

School Name: Jasper Middle School

School System: Pickens County

Name of Principal: Neil Howell

School Year: 2010-2011

Title I: School-Wide Program: X Targeted Assistance:

Needs Improvement Status: Not in NI status : X

Sanctions Implementing (Select all that apply):

X **School Improvement Plan** (School Improvement Plans will be submitted to the LEA per system guidelines. Needs Improvement schools will submit plans to the LEA for approval in October 2006.)

_____ **School Choice**

_____ **Supplemental Services**

_____ **Corrective Action** (The Corrective Action Addendum will be submitted to the LEA along with the School Improvement Plan in October 2006.)

_____ **Restructuring** (LEA approved School Improvement Plans with the Restructuring Addendums will be submitted to the Georgia Department of Education by January 31, 2007.)

Principal's Signature: _____

Date: _____

Title I Director's Signature: _____

Date: _____

Superintendent's Signature: _____

Date: _____



**School Improvement Plan
2010-2011**

System and School Name: Pickens County – Jasper Middle School

School Year: 2010-11

PROCESS GOAL:						
Based on the recommendations of the GAPSS study, we will establish and implement professional learning communities that will meet collaboratively to ensure the alignment of curriculum, instruction, assessments, and performance tasks with GPS.						
GSS Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Means of Evaluation	
					Artifacts	Evidence of Impact on Student Learning
C I	1. Establish grade level teams and a schedule for 75 minute weekly meetings.	May 2010- May 2011	N/A	Principal, Grade Level Chairs	Meeting minutes, Schedule of meeting dates	Smaller number of students for each teacher to be in contact with. More collaboration among team teachers.
C I	2. Establish cross grade level curriculum teams and a schedule for monthly meetings.	May 2010- May 2011	N/A	Principal, Curriculum Chairs	Meeting minutes, Schedule of meeting dates	More vertical and horizontal alignment of curriculum. More vertical and horizontal communication among teachers pertaining to content maps.
C I	3. Establish cross district (JMS-PCMS) curriculum teams and a schedule to meet quarterly.	May 2010- May 2011	Substitute pay, \$3360, State and Local school funds	Principals, Curriculum Chairs from JMS and PCMS	Meeting minutes, Schedule of meeting dates.	Curriculum content and mapping will be the same at both middle schools.

<p>PL A</p>	<p>4. Develop and use common formative and summative assessments that focus on higher order thinking skills and are aligned to a more rigorous curriculum.</p>	<p>August 2010 and ongoing</p>	<p>Scantron Machine, \$750 per year; GPS Framework, OAS test bank</p>	<p>Grade Level and Curriculum Teams</p>	<p>Formative assessments, results, rubrics, progress monitoring records</p>	<p>Teachers can demonstrate the use of a variety of assessment strategies such as rubrics, paper tests, writing assessments, projects, etc., and can articulate how these assessments are used to adjust classroom instruction. The students can articulate how they use assessment results to monitor their own progress toward meeting standards and performance goals.</p>
<p>C I</p>	<p>5. Develop and implement common units and lesson plans utilizing a common framework (lesson plan expectations, curriculum map, pacing guide, and rigor) aligned to GPS.</p>	<p>August 2010 –May 2011</p>	<p>GPS Framework, Textbooks, Exemplars, Instruction funds</p>	<p>Curriculum Teams, Grade Level Teachers, Academic Coach, Principals</p>	<p>Class syllabus, Electronic lesson plans, Walk through data, Curriculum map and pacing guide</p>	<p>Teachers and Administration understand the purpose and elements of curriculum maps and content units. Teachers use the curriculum maps to sequence lessons. Vertical and horizontal teacher teams are familiar with grade level content maps and can articulate how they are utilizing them.</p>

A	6. Develop, administer, and analyze benchmark assessments that are aligned to GPS instruction .	End of first three grading periods	OAS Test Bank	Curriculum and Grade Level Teams, Academic Coach, Principal	Student Agendas (p. 13), Team meeting minutes, Lesson plans, dis-aggregated test data	Teachers collaboratively analyze data to ensure students are progressing toward meeting the standards, and then modify instruction to address performance targets. Students can identify the benchmarks and where their progress is in relation to the benchmarks.
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PROCESS GOAL:

Based on the recommendations of the GAPSS study, we will increase the involvement and utilization of parents, community stakeholders, and students to identify and address barriers that impede the academic achievement or organizational productivity within the school (value of education, parenting skills, curriculum).

GSS Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Means of Evaluation	
					Artifacts	Evidence of Impact on Student Learning
SFC	1. Create an online standards-based newsletter and “teacher pages” which focuses on student work and progress toward meeting standards, communicates our mission, and alerts parents to upcoming events at school that support and celebrate student progress.	Monthly Sept 08- May 09	\$1400.00/yr. Instruction funds	Principal, Assistant Principal, Teachers	Online standards-based newsletter, Parent e-mail list	Teachers and parents can monitor student progress toward meeting and exceeding standards. Teachers and parents can articulate how the newsletter keeps them abreast of school events and celebrations of student progress.
SFC	2. Involve School’s Council in decision making and School Improvement Plan.	Quarterly, Aug 08- May 09	N/A	Principal, 2 parents, 2 teachers, 2 community volunteers	Meeting agendas and minutes	Council members can articulate how they are involved in shared decision-making and how the decisions made at the school council impact student learning.
SFC	3. Improve home to school communication through Student Goal and Academic Achievement Plan in student agendas.	Aug 08- May 09	\$6000.00 for agendas, Instruction funds	Administration, teachers, student, and parents	Student Agendas	Parents, teachers, and students can explain how they communicate weekly, daily about student work and progress toward standards.
SFC	4. Develop, implement, and monitor Parent Involvement Plan.	April 08- June 09	N/A	Parent Involvement Coord., Principals, parents, office clerk, Leadership Team.	Parent Involvement Plan, minutes from Leadership Team meetings	School staff can articulate how they elicit support from all stakeholders. Leadership Team can explain the process to involve all stakeholders in school governance.

PROCESS GOAL:

Based on the recommendations of the GAPSS study, we will provide and implement more practices and professional learning opportunities aligned to GPS and district goals that provide support and professional growth of all teachers, and enhance the academic achievement of all learners.

GSS Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Means of Evaluation	
					Artifacts	Evidence of Impact on Student Learning
PL	1. Develop and implement a data-driven professional learning plan.	August 08- June '10	Substitutes and registration fees for participating teachers, teacher survey of needs	Administration, Leadership Team, Academic Coach, Teachers	Unit/lesson plans aligned to GPS, meeting agendas and minutes, learning plan framework, CRCT scores	<p>Teachers can articulate the GPS standards of knowledge, skills, and understandings that all students are to meet.</p> <p>Teachers can articulate how the common assessments utilized in the unit of study clearly demonstrate student learning.</p> <p>Teacher teams can articulate how their collaborative work time is utilized to plan for teaching and learning, and how they consistently implement the strategies/interventions identified in the professional learning plan.</p> <p>Teachers and students can define rigor in the curriculum and explain how student work reflects knowledge and skills to problem solve, reason, communicate, and make connections with other information.</p>

<p>PL</p>	<p>2. Conduct an in-school book study on differentiated instruction and encourage teachers to participate in differentiation workshops at RESA</p>	<p>Sept 08- May 09</p>	<p>\$550.00 books, \$500.00 workshop fees</p>	<p>Principal</p>	<p>Researched based instructional practices from book and workshops, observation and conference records, lesson plans</p>	<p>Teachers can articulate a rationale for why specific instructional strategies are appropriate to specific content objectives and how they meet the differing needs of students in their classrooms. Teachers can describe the instructional strategies their learning team has agreed to utilize in instruction as identified in their professional learning plan. Students can articulate how they utilize these instructional/learning strategies to support their own learning.</p>
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MEASURABLE GOAL: Reading and ELA:

Increase achievement in reading and ELA on the CRCT in grades 6-8 from 90% meeting and exceeding standards in 2010 to 93% meeting and exceeding standards at the end of the school year 2011.

Increase achievement in reading and ELA on the CRCT in grades 6-8 from 28% exceeding standards in 2010 to 35% exceeding standards at the end of the school year 2011.

Students with disabilities will increase their achievement in reading and ELA on the CRCT in grades 6-8 from 60% meeting and exceeding standards in 2010 to 70% meeting and exceeding standards at the end of the school year 2011.

Economically disadvantaged students will increase in reading and ELA on the CRCT in grades 6-8 from 86% meeting and exceeding standards in 2010 to 90% meeting and exceeding standards at the end of the school year 2011.

GSS Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Means of Evaluation	
					Artifacts	Evidence of Impact on Student Learning
C	<p>1. Teachers will use the GPS framework to design effective lesson plans.</p> <p>2. Struggling students will be ability grouped and will be provided specific reading curriculum such as novel studies and prescribed reading materials to accelerate reading skills and comprehension. Students failing CRCT will be placed in language arts connection.</p>	2010-11	Title I funds, internal school funds, school systems funds	Principal, Reading & Language Arts Chair or ELA Chair, teachers, curriculum director	Class syllabus, lesson plans, class list and ability reports, GPS framework	Success Maker reports My Access reports Online assessment reports Quarterly benchmark assessments 2011 CRCT Student GOAL plans
I	<p>1. Teachers implement GPS.</p> <p>2. Teachers will implement LRE or co-teaching strategies in their planning or delivery of instruction as applicable.</p> <p>3. Teachers will use CRCT coach books, Success Maker, Study Island, and OAS on</p>	2010-11	Title I funds, internal school funds, school system funds	Principal, Reading & Language Arts Chair or ELA Chair, teachers, curriculum director,	Lesson plans, CRCT Coach books, Success Maker and OAS reports, curriculum meeting reports, ASP	Success Maker reports My Access reports Online assessment reports Quarterly benchmark assessments 2011 CRCT Student GOAL plans

	<p>a weekly basis to supplement reading and language arts instruction.</p> <p>4. Teachers and school will emphasize reading across 25- book State Department's GPS requirement.</p> <p>5. Language arts connection teacher will work with regular teachers, counselor, and after-school program tutors with test taking and reading comprehension skills.</p> <p>6. Special education teachers will include more SWD in supportive or co-teaching classrooms.</p>			<p>LA connection teacher, ASP coordinator, counselor, SPED lead teacher, gifted ed lead teacher</p>	<p>reports, IEPs</p>	
A	<p>1. Teachers will closely align teacher made tests with GPS.</p> <p>2. Teachers will use weekly assessments from CRCT coach books, Success Maker, and/or Study Island OAS to identify student weaknesses.</p> <p>3. With help from reading and advisement teacher, students will analyze their progress on program tests and chart their achievement on their academic achievement plan every quarter.</p>	2010-11	<p>Title I funds, internal school funds, school system funds</p>	<p>Reading and language arts teachers, advisement teacher, media center specialist, principal</p>	<p>Teacher made tests, CRCT reading/language arts coach books, Success Maker, Study Island, and OAS reports, student agendas, goals sheets</p>	<p>Success Maker reports My Access reports Online assessment reports Quarterly benchmark assessments 2011 CRCT Student GOAL plans</p>
PO SFC L	<p>1. School Administration will protect teacher planning time for weekly preparation of lesson plans.</p> <p>2. Faculty meetings are scheduled first Monday of each month to preview future calendar events, review school board policy, examine the current SIP and</p>	2010-11	<p>Title I funds, internal school funds, school system funds</p>	<p>Administration, media center specialist, SAC, leadership team, grade level chair, curriculum</p>	<p>Leadership meeting minutes, SAC minutes, grade level reports, curriculum meeting reports, PTO</p>	<p>Student GOAL plans</p>

<p>SC</p> <p>SC</p>	<p>student data, conduct professional learning activities, and celebrate faculty and staff achievements.</p> <p>3. School leadership team meets 2nd and 4th Mondays; School Advisory Council meets bi-monthly; Curriculum meetings are scheduled 3rd Monday monthly; Grade level meetings schedule weekly and 75 minutes of Team planning is required and documented each week.</p> <p>(All of the above work collaboratively to insure curriculum instruction and assessments are rigorous and aligned to GPS meeting the needs of all students)</p> <p>4. Students will meet with their advisor once per week to discuss character, academic, and social goals.</p> <p>5. Students will participate in remediation, enrichment activities for 20 minute sessions per week to insure maximum academic potential.</p>			<p>chair, team leader, Better Seekers team, student council, PTO officers</p>	<p>reports, team meeting reports, master schedule</p>	
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MEASURABLE GOAL: Mathematics:

All students will increase their achievement in Mathematics on the CRCT in grades 6-8 from 79% meeting and exceeding standards at the end of school year 2010 to 90% meeting and exceeding standards at the end of school year 2011.

All students will increase their achievement in Mathematics on the CRCT in grades 6-8 from 27% exceeding standards at the end of school year 2010 to 35% exceeding standards at the end of school year 2011.

Students with disabilities will increase their achievement in Mathematics on the CRCT in grades 6-8 from 25% meeting and exceeding standards at the end of school year 2010 to 50% meeting and exceeding standards at the end of school year 2010.

Economically disadvantaged students will increase their achievement in Mathematics on the CRCT in grades 6-8 from 68% meeting and exceeding standards at the end of school year 2010 to 75% meeting and exceeding standards at the end of school year 2011.

GSS Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Means of Evaluation	
					Artifacts	Evidence of Impact on Student Learning
C	<ol style="list-style-type: none"> Teachers will use the GPS framework to design effective lesson plans. Struggling students who scored between 780 and 810 will be placed in connection math where they will be coached on weak skills. 	2010-11	Title I funds, internal school funds, school systems funds	Principal, Math Chair, teachers, curriculum director, math connections teacher	Class syllabus, lesson plans, class list and ability reports, GPS framework	Success Maker reports Online assessment system Quarterly benchmark assessments 2011 CRCT Student GOAL plans
I	<ol style="list-style-type: none"> Teachers implement GPS. Teachers will implement LRE or co-teaching strategies in their planning or delivery of instruction as applicable. Teachers will use CRCT coach books, Success Maker, Study Island, and OAS on a weekly basis to supplement mathematics instruction. Mathematics connection teacher will work with regular teachers, counselor, and after-school program tutors with test taking and mathematics skills. 	2010-11	Title I funds, internal school funds, school system funds	Principal, Mathematics Chair, teachers, curriculum director, math connection teacher, ASP coordinator, counselor, SPED lead teacher, gifted ed lead teacher	Lesson plans, CRCT Coach books, Success Maker and OAS reports, curriculum meeting reports, ASP reports, IEPs	Success Maker reports Online assessment system Quarterly benchmark assessments 2011 CRCT Student GOAL plans

	5. Special education teachers will include 70% or more SWD in supportive or co-teaching classrooms.					
A	<p>1. Teachers will closely align teacher made tests with GPS.</p> <p>2. Teachers will use weekly assessments from CRCT coach books, Success Maker, and/or Study Island OAS to identify student weaknesses.</p> <p>3. With help from mathematics and advisement teacher, students will analyze their progress on program tests and chart their achievement on their academic achievement plan every quarter.</p>	2010-11	Title I funds, internal school funds, school system funds	Mathematics teachers, advisement teacher, media center specialist, principal	Teacher made tests, CRCT mathematics coach books, Success Maker, Study Island, and OAS reports, student agendas, goals sheets	Success Maker reports Online assessment system Quarterly benchmark assessments 2011 CRCT Student GOAL plans
PO SFC L	<p>1. School Administration will protect teacher planning-time for weekly preparation of lesson plans.</p> <p>2. Develop schedule for inclusion for SWD in math to be sure to get level content in instruction.</p> <p>3. Faculty meetings are scheduled first Monday of each month to preview future calendar events, review school board policy, examine the current SIP and student data, conduct professional learning activities, and celebrate faculty and staff achievements.</p> <p>4. School leadership team meets 2nd and 4th Mondays; School Advisory Council meets</p>	2010-11	Title I funds, internal school funds, school system funds	Administration, media center specialist, SAC, leadership team, grade level chair, curriculum chair, team leader, Better Seekers team, student council, PTO officers	Leadership meeting minutes, SAC minutes, grade level reports, curriculum meeting reports, PTO reports, team meeting reports, master schedule	Teachers can explain how schedule and meetings contribute to maximum efficient planning and student achievement.

	<p>bi-monthly; Curriculum meetings are scheduled 3rd Monday monthly; Grade level meetings schedule weekly and 75 minutes of Team planning is required and documented each week.</p> <p>(All of the above work collaboratively to insure curriculum instruction and assessments are rigorous and aligned to GPS meeting the needs of all students)</p> <p>5. Students will meet with their advisor once per week to discuss character, academic, and social goals.</p> <p>6. Students will participate in remediation, enrichment activities for 20-minute sessions per week to insure maximum academic potential.</p> <p>7. Provide professional learning for SPED and regular inclusion teachers in the co-teach model academy.</p> <p>8. Math teachers will attend: Math for Struggling Middle School Students at PIONEER RESA geared to GPS and all domains of math.</p>						<p>Student GOAL plans</p> <p>Observation of effective teaching and learning strategies by administration and academic coach.</p>
SC							
SC							
PL					Academic coach, SPED lead teacher		
		Aug 08- May 09	\$2000.00				
MEASURABLE GOAL:							
GSS Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Means of Evaluation		
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