



# School Improvement Plan 2018-2019



School Name: Barber Middle School

Submitted Date: 6/14/2018

Revision Date(s): 8/16/18



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*“Educating Georgia’s Future.”*

This report template was designed by the Georgia Department of Education to assist schools in meeting all Federal and State planning requirements. The following programs are included in Georgia’s planning process:

- IDEA - Special Education
- School and District Effectiveness
- Title I, Part A - Improving the Academic Achievement of the Disadvantaged
- Title I, Part A - Foster Care Program
- Title I, Part A - Parent Engagement Program
- Title I, Part C - Education of Migratory Children
- Title I, Part D - Programs for Neglected or Delinquent Children
- Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- Title III - Language Instruction for English Learners and Immigrant Students
- Title IV, Part A - Student Support and Academic Enrichment
- Title IV, Part B - 21st Century Community Learning Centers
- Title V, Part B - Rural Education Initiative
- Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

The Georgia Department of Education has created a webinar series to support schools in completing this plan. The series, and accompanying resources, are available at the [Office of Federal Programs](#) webpage. Webinar series topics include:

- Georgia’s Systems of Continuous Improvement Overview
- Planning and Preparation
- Coherent Instructional System
- Effective Leadership
- Professional Capacity
- Family and Community Engagement
- Supportive Learning Environment
- Identifying Need - Root Causes, Drawing Conclusions, and Prioritizing
- Problem Solving Process and Selecting Interventions
- Improvement Planning - Systems and Processes
- Planning - Budgeting
- Submitting the Comprehensive LEA Improvement Plan (CLIP)

## GEORGIA'S SYSTEMS OF CONTINUOUS IMPROVEMENT

The Georgia Department of Education's strategic plan emphasizes transforming the agency into one that provides meaningful support to schools and districts. The agency has developed a common, continuous improvement framework to ensure that these efforts are aligned across all agency divisions, departments, and programs. Georgia's Systems of Continuous Improvement focuses on the systems and structures (the "what") that must be in place for sustained improvement in student outcomes. It also utilizes a problem-solving model (the "how") to provide a clear process for identifying improvement needs, planning for improvement, and implementing, monitoring, and evaluating the improvement efforts.



### ***Systems to Improve (What to Improve)***

**Coherent Instructional System:** The major system of the complex school organization that articulates and guides the “what” and “how” of instruction. This comprehensive system includes the processes related to:

- *Planning for quality instruction* - The structure of the instructional system in which the district defines what the students should “know” and “do”, and determine how their students will show they “know” the content and can “do” a skill or performance task
- *Delivering quality instruction* - The structure of the instructional system that guides teachers in how they introduce content, practice its use along with the students, and then allow students to use the content on their own while providing students regular standards-based feedback to gain mastery of the content
- *Monitoring student progress* - The structure of the instructional system that methodically discovers if the students are getting the content, and what to do about it when they are getting it or are not getting it
- *Refining the instructional system* - The structure of the instructional system that examines how to improve the planning for quality instruction, delivering quality instruction, and monitoring student progress

### ***Georgia's Systems of Continuous Improvement***

**Effective Leadership:** A major system of the complex school organization that sets the direction for the school, ensures that the school staff and the school leaders are capable of meeting that direction, and makes sure the organization functions according to its mission. This system includes the processes related to:

- *Creating and maintaining a climate and culture conducive to learning* - the structure of the leadership system that ensures that the school allows both adults and children to put learning at the center of their daily activities
- *Cultivating and distributing leadership* - the structure of the leadership system that develops others to accomplish the group's purpose and encourages the development of leadership across the organization
- *Ensuring high quality instruction in all classrooms* - the structure of the leadership system that reduces the variability in the quality of instruction across all schools and all classrooms
- *Managing the district and its resources* - the structure of the leadership system that ensures leaders effectively use all the resources at hand so that the district functions according to its mission
- *Driving improvement efforts* - the structure of the leadership systems that methodically, intentionally, and effectively improves the district's major systems, structures, and processes

**Professional Capacity:** A major system of the complex school organization that develops a quality staff to reduce the variance of quality in instruction throughout the school. This system includes the processes related to:

- *Attracting staff* - the structure of the professional capacity system that is intentional in locating the teachers and leaders that are the best fit for the district and its schools to achieve its mission
- *Developing staff* - the structure of the professional capacity system that ensures the increasing quality of the school staff's knowledge and skills
- *Retaining staff* - the structure of the professional capacity system that ensures the quality staff is working in the context/ position that is most beneficial to student achievement
- *Ensuring staff collaboration* - the structure of the professional capacity system that reinforces the effective practice of constant collaboration to improve instructional quality in all schools and in all classrooms

**Family and Community Engagement:** A major system of the complex school organization that develops quality links between school professionals and the parents and community the school is intended to serve. This system includes the processes related to:

- *Welcoming all families and the community* - The structure of the family and community engagement system that ensures families and the community are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in the school
- *Communicating effectively with all families and the community* - The structure of the family and community engagement system that ensures families/the community and school staff engage in regular, two-way, meaningful communication about student learning
- *Supporting student success* - the structure of the family and community engagement system that ensures families, communities, and school staff, continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively
- *Empowering families* - the structure of the family and community engagement system that ensures families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success
- *Sharing leadership with families and the community* - the structure of the family and community engagement system that ensures families/the community and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs
- *Collaborating with the community* - the structure of the family and community engagement system that ensures families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation

## ***Georgia's Systems of Continuous Improvement***

**Supportive Learning Environment:** A major system of the complex school organization that ensures students' school participation and willingness to expend major effort on classroom learning. This system includes the processes related to:

- *Maintaining order and safety* - the structure of the supportive learning environment system that ensures that the basic needs of orderliness and safety are met
- *Developing and monitoring a system of supports* - the structure of the supportive learning environment system that provides comprehensive services to students to meet their unique, whole-child needs
- *Ensuring a student learning community* - the structure of the supportive learning environment system that ensures compliance with positive and healthy behavioral and academic norms

### ***Process to Improve (How to Improve)***

**Step 1: Identify Needs:** Consult many sources to determine what in the district needs improvement.

- Plan and prepare for the process
- Collect and analyze data
- Identify needs and conduct a root cause analysis

**Step 2: Select Interventions:** Research many sources to determine the solutions that have a good chance of meeting the identified district needs.

- Consider all the evidence for needed improvements
- Research possible interventions
- Determine if staff has the capacity to implement possible interventions

**Step 3: Plan Implementation:** Develop a team and plan to implement the solutions that are most promising and can be carried out at the school.

- Identify roles and responsibilities of those implementing the intervention
- Develop a team that will deeply understand the intervention and of best ways to implement it
- Develop the implementation timeline
- Identify resources and supports needed for the implementation of the intervention
- Develop a set of information to be reviewed to track the implementation

**Step 4: Implement Plan:** Carry out the plan to implement the promising solutions, making real-time adjustments where/when needed.

- Collect information to monitor the quality of supports being provided for the intervention
- Consider what additional information is needed to determine if intervention is working
- Assess the degree to which the implementation plan is being followed
- Identify ways to break down any barriers
- Build capacity of others to facilitate the improvement process now and in the future

**Step 5: Examine Progress:** Determine whether the implementation of the promising solutions is meeting the originally identified needs of the school.

- Determine if the staff can formally study the effects of the intervention to share with others in the field
- Monitor implementation and progress against defined goals
- Define reasonable expectations for success
- Identify and track progress and performance
- Develop a plan for how knowledge about the intervention will be shared with others
- Use the evidence to determine whether the intervention should continue as is, be modified, or be discontinued

# Georgia Department of Education

## School Improvement Plan

### 1. GENERAL IMPROVEMENT PLAN INFORMATION

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Barber Middle School
<i>Team Lead</i>	Tia Amlett
<i>Position</i>	Principal
<i>Email</i>	<a href="mailto:Tia.amlett@cobbk12.org">Tia.amlett@cobbk12.org</a>
<i>Phone</i>	770-975-6764

**Federal Funding Options to Be Employed (SWP Schools) in This Plan  
(Select all that apply)**

X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems <b>ONLY</b>
	“Fund 400” - Consolidation of Federal funds only

**Factor(s) Used by District to Identify Students in Poverty  
(Select all that apply)**

X	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification <b>ONLY</b>
	Other (if selected, please describe below)

### Title I Schoolwide Plan

Planning committee members for SIP review and development

Date of Meeting:

Name of School:

NAME	POSITION/ROLE/PARENT	SIGNATURE
	Principal ( <b>required</b> )	
	Parent ( <b>required</b> )	
	School Staff	
	School Staff	
	School Staff	
	School Staff	
	School Staff	
	School Staff	
	School Staff	
	School Staff	
	School Staff	
	School Staff	
	School Staff	
	School Staff	
	School Staff	
	School Staff	
	School Staff - Paraprofessional	
	Student ( <b>Secondary Schools</b> )	
	Other stakeholders	

**1. General Improvement Plan Information**

**2. SCHOOL IMPROVEMENT GOALS**

**2.1 CREATING IMPROVEMENT GOALS**

Effective goals assist schools in attaining collective agreement about what work needs to occur for improvement to take place. Goals should focus and prioritize the efforts and resources of the district/school to the previously identified needs and create a focus for improvement. Setting goals should be a strategic process which aligns the goals within one of the five systems: Coherent Instruction, Effective Leadership, Professional Capacity, Family and Community Engagement, or Supportive Learning Environment.

There are several categories of goals which may be used in school improvement but the one type which focuses on improving results and not just enhancing processes is a SMART goal. SMART is an acronym for:

*Specific*                      *Measurable*                      *Attainable*                      *Relevant*                      *Time-bound*

An example of a SMART goal is:

By the end of the school year 2017-2018, all teachers will have training and be included in a PLC for their content-specific area.

**2.1.1 Completing the Improvement Goals Tables**

Enter the school’s two to four overarching needs and related root causes, as identified in the Comprehensive Needs Assessment 2017-2018 School Report, into the tables on pages 8, 14, 20, and 26. Determine a goal for each overarching need and include the goal in the last row of each corresponding table. For each overarching need, complete the planning tables covering the five systems from Georgia’s Systems of Continuous Improvement. Use the codes below to list the structures addressed through the goal within each system. For each system, identify one to six action steps that will be taken to address the root causes that have created the overarching need. Finally, identify any supplemental action steps necessary to ensure the necessary supports are in place for the listed subgroups.

**Coherent Instructional System**

- CIS-1 Planning for quality instruction
- CIS-2 Delivering quality instruction
- CIS-3 Monitoring student progress
- CIS-4 Refining the instructional system

**Effective Leadership**

- EL-1 Creating and maintaining a climate and culture conducive to learning
- EL-2 Cultivating and distributing leadership
- EL-3 Ensuring high quality instruction in all classrooms
- EL-4 Managing the district and its resources
- EL-5 Driving improvement efforts

**Professional Capacity**

- PC-1 Attracting staff
- PC-2 Developing staff
- PC-3 Retaining staff
- PC-4 Ensuring staff collaboration

**2. School Improvement Goals**

**Family and Community Engagement**

- FCE-1 Welcoming all families and the community
- FCE-2 Communicating effectively with all families and the community
- FCE-3 Supporting student success
- FCE-4 Empowering families
- FCE-5 Sharing leadership with families and the community
- FCE-6 Collaborating with the community

**Supportive Learning Environment**

- SLE-1 Maintaining order and safety
- SLE-2 Developing and monitoring a system of supports
- SLE-3 Ensuring a student learning community



**INSERT NEEDS ASSESSMENT HERE (Checklist 1.a.)**

**2.2 OVERARCHING NEED #1** *(Plan Checklist 1.a.)*

<b>Overarching Need</b>	
Students not consistently performing on grade level in ELA.	
Root Cause #1	A desire to cover standards without ensuring mastery of standards
Root Cause #2	A number of students lack basic reading, reading comprehension, and writing skills
Root Cause #3	Limited time in academic periods to accommodate reading and writing
Root Cause #4	
Root Cause #5	
<b>GOAL</b>	Increase by 4% the number of students at or above proficiency in Language Arts as measured by the Milestones assessment scores in grades 6-8 for the 2018-2019 school year

***2. School Improvement Goals***

**COHERENT INSTRUCTIONAL SYSTEM**

<b>GOAL</b>	Increase by 4% the number of students at or above proficiency in Language Arts as measured by the Milestones assessment scores in grades 6-8 for the 2018-2019 school year.		
<b>Structure(s)</b>			
<b>Evidence-based Action Steps:</b> Describe the evidence-based action steps to be taken to achieve the goal. ( <i>Plan Checklist 2.a.ii.</i> )			
<b>Action Steps</b>	<b>Possible Funding Source(s)</b>	<b>a. Timeline for Implementation</b>	<b>Position/Role Responsible</b>
		<b>b. Method for Monitoring</b>	
1. Implement Springboard materials and Building Independent Reading (ELA Resource Materials)	District	a. Implemented in August and daily thereafter	ELA Teachers, ELA Dept. Chair, Admin, Academic Coach
		b. Collaborative meetings (agenda and minutes)	
2. Implement the RACE Writing Rubric in all content areas, provide explicit instructions using ELA resources	N/A	a. Implemented in August and monthly thereafter	All Teachers, Academic Coach, Admin, District Coaches
		b. Collaborative meetings (scoring sessions)	
3. Implement Data teaming process to drive instruction across all content areas.	Title I	a. Implement August then weekly	Teachers, Coaches, District Coach Support
		b. Meeting agendas	
4.		a.	
		b.	
5.		a.	
		b.	

<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups? ( <i>Plan checklist 2.a.i.</i> )	
<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
Addressed in action steps.	Collaborate with school social worker to keep students in their school of origin and maintain a consistent educational program.
<b>English Learners</b>	<b>Migrant</b>
ESOL teacher will collaborate with regular education teachers to ensure strategies for EL students are consistently implemented where appropriate. ESOL teacher will provide sheltered and push-in services to ESOL students.	Work with Title III to identify any migrant students and provide support to students and families as needed.
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
Continue to disaggregate student group data and address instructional deficiencies as needed. Continue CTLS training and used this data to inform instruction.	Special ed. and regular ed. teachers will collaborate to ensure students with disabilities are receiving interventions as documented in learning plans.

**EFFECTIVE LEADERSHIP**

**GOAL** Increase by 4% the number of students at or above proficiency in Language Arts as measured by the Milestones assessment scores in grades 6-8 for the 2018-2019 school year.

**Structure(s)**

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal. (*Plan Checklist 2.a.ii.*)

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1. Hire an academic coach to provide embedded professional development to all staff.	Title I	a. Rehired in July b. Academic Coach Binder	Admin
2. Set expectations and non-negotiables for implementing the RACE writing rubric.	District	a. July during preplanning b. Pre-Planning Agenda	Admin, ELA Dept. Chair, Academic Coach
3. Build leadership capacity through meetings with the department chairs, academic coach, and admin	Local Funds, Cell Tower, Title I - Subs	a. August and monthly, thereafter b. Collaborative agenda and minutes	Admin, District
4. Set expectations and non-negotiables (collaborative template) for PLC's	Title I - Subs	a. August 2018 b. Collaborative meeting agendas using template and minutes	Teacher, Admin, Academic Coach
5. Require the analysis of data from common assessments in CTLS	District	a. August 2018-May 2018 b. TTIS to assist leaders in CTLS data analysis during PD	Teacher, Admin, Academic Coach
3. Set expectations for usage of Moby Max in content applicable classrooms.	Title I	a. August b. Usage Reports	Admin, Academic Coach

<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups? ( <i>Plan checklist 2.a.i.</i> )	
<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
Addressed in action steps above.	Ensure teachers know the process of providing additional services to foster and homeless students.
<b>English Learners</b>	<b>Migrant</b>
ESOL teacher works with regular ed teachers to share/implement research-based practices in classrooms	Ensure processes are in place to meet the needs of any migrant students that may enroll.
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
Addressed in action steps above.	Require collaboration between special education and classroom teachers.

**PROFESSIONAL CAPACITY**

<b>GOAL</b>	Increase by 4% the number of students at or above proficiency in Language Arts as measured by the Milestones assessment scores in grades 6-8 for the 2018-2019 school year.		
<b>Structure(s)</b>			
<b>Evidence-based Action Steps:</b> Describe the evidence-based action steps to be taken to achieve the goal. ( <i>Plan Checklist 2.ii.a</i> ) ( <i>Plan Checklist 2.a.ii.</i> )			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Provide CTLS training within the PLC structure	District	a. Monthly professional development b. Small group sessions, artifacts in CTLS	TTIS, Academic Coach
2. Provide refresher Springboard training for all language arts teachers	Local Funds, Title I - Subs/release day	a. July/August 2018 (as needed for new staff and resource enhancements) b. Training materials, agenda,	District, ELA Dept. Chair, Admin
3. Collaborate among content areas to grade and complete item analysis for assessments and use data to determine next instructional steps	Title I - Subs/release days	a. August 2018 and then collaboration weekly. 3-4 assessments quarterly (combination of formative and summative) b. Collaboration agendas and Item Analysis Results	Academic Coach, Dept. Chairs, Admin
4. Provide content release days to ensure vertical content collaboration based on CTLS information	Local Funds, Cell tower, Title I - Subs	a. October 2018 and then in second semester b. Collaborative meeting agenda and minutes	TTIS, Academic Coach, Admin
5. Meet with grade level/content area collaborative groups to establish PLC norms, collective commitments, etc. (add conference for PLC or books)	Local Funds, Title I	a. July 2018-August 2018 b. Collaboration agenda and minutes	Admin, Academic Coach
		a. Conference Dates TBD	

6. Attend conferences and workshops that provide strategies to improve ELA instruction for the middle school student	Title I	b. Redelivery of information agendas and materials from conferences	Conference Attendees
7. Provide teaching support, modeling, and monitoring of appropriate use of ELA materials.	District, Title I - Academic Coach, release days	a. July 2018- May 2019	Academic Coach
		b. Academic Coach Binder, Collaborative meeting agendas and minutes	

<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups? ( <i>Plan checklist 2.a.i.</i> )	
<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
Addressed in action steps above.	Addressed in action steps above.
<b>English Learners</b>	<b>Migrant</b>
ESOL Teacher will attend district ESOL meetings.	Addressed in action steps above.
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
Addressed in action steps above.	Special education teachers will also receive refresher Springboard training to address small group and inclusion needs



**FAMILY and COMMUNITY ENGAGEMENT**

<b>GOAL</b>	Increase by 4% the number of students at or above proficiency in Language Arts as measured by the Milestones assessment scores in grades 6-8 for the 2018-2019 school year.		
<b>Structure(s)</b>			
<b>Evidence-based Action Steps:</b> Describe the evidence-based action steps to be taken to achieve the goal. ( <i>Plan Checklist 4.b.</i> ) ( <i>Plan Checklist 2.a.ii.</i> )			
<b>Action Steps</b>	<b>Possible Funding Source(s)</b>	<b>a. Timeline for Implementation</b>	<b>Position/Role Responsible</b>
		<b>b. Method for Monitoring</b>	
1. Hire a Parent Liaison to work with academic coach to increase family and community engagement within the school to support student achievement.	Title I	a. Rehired in July	Admin
		b. Evaluated based on Parent Liaison Binder	
2. Visit neighborhoods and apartment complexes to teach families a specific content-related topic	Title I	a. Fall and Spring Session	Parent Liaison, Academic Coach
		b. Sign in sheets, feedback / survey (Parent Liaison Binder)	
3. Provide School opportunities for families to learn or be introduced to specific literacy skills that can be used at home 10/9 SC, Math, PE/Health Family Learning Night 10/10 Munch and math during day 12/6 Lunch & Learn – additional learning opportunities for the student at home 2/7 SS, ELA, Connections Family Learning Night	Title I	a. 10/9, 10/10, 12/6, 2/7	Parent Liaison, Academic Coach
		b. Sign-in sheets, collaborative meeting notes (Parent Liaison Binder)	
4. Communicate Title I SIP, Parent Policy and Compact	Title I	a. September 13	Admin, Parent Liaison
		b. Sign in sheets and meeting documentation	
5. Gather input for next year’s Title I SIP, Parent Policy and Compact	Title I	a. TBD (Once in Fall and Spring Semester)	Admin, Parent Liaison
		b. Sign in sheets and meeting documentation	

6. Inform students and parents of individual level of performance and challenge them to improve by 4%	Title I	a. Student goal setting in August-September. Parents notified during Conference Week.	Teachers, Academic Coach
		b. Write Score and Milestone ELA score reports (writescore 1x per year in February and compare to previous year's score for growth)	

<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups? ( <i>Plan checklist 2.a.i.</i> )	
<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
Addressed in action steps above.	Addressed in action steps above.
<b>English Learners</b>	<b>Migrant</b>
Addressed in action steps above.	Addressed in action steps above.
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
Addressed in action steps above.	Addressed in action steps above.

**SUPPORTIVE LEARNING ENVIRONMENT**

**GOAL** Increase by 4% the number of students at or above proficiency in Language Arts as measured by the Milestones assessment scores in grades 6-8 for the 2018-2019 school year.

**Structure(s)**

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal. (*Plan Checklist 2.a.ii.*)

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1. Continue to implement Systems 44/Read 180 to targeted students who exhibit reading deficits with para support in each grade level	District / Title I - Materials if needed	a. August 2018-May 2019 b. Rank order list of students identified to use programs. Performance checks by Personalized Learning Department	Teacher, Admin, District
2. Provide students whose RI scores are below basic with additional reading/ELA support with extended day after school tutoring	20 day funding – Title I funds for Transportation	a. September – February or as long as funds last b. Overall RI, MI, or Milestone scores for students participating in extended day tutoring.	Teacher, Admin, Academic Coach
3. Administer Write Score assessment	Title I	a. Administered in January b. Score results	Academic Coach, ELA Teachers, Admin
4.		a. b.	
5.		a. b.	
6.		a. b.	

<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups? <i>(Plan checklist 2.a.i.)</i>	
<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
Offer free before and/or after school tutoring opportunities and provide transportation	Offer free before and/or after school tutoring opportunities and provide transportation
<b>English Learners</b>	<b>Migrant</b>
Offer free before and/or after school tutoring opportunities and provide transportation	Offer free before and/or after school tutoring opportunities and provide transportation
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
Offer free before and/or after school tutoring opportunities and provide transportation	Offer free before and/or after school tutoring opportunities and provide transportation

## SCHOOL IMPROVEMENT PLAN

### 2.3 OVERARCHING NEED #2 (Plan Checklist 1.a.)

<b>Overarching Need</b>	
An overarching need is to increase fact fluency and application of mathematical skills	
Root Cause #1	Limited opportunities to use reading (vocabulary acquisition) and writing skills in math
Root Cause #2	A desire to cover standards without ensuring mastery of standards- focus on pacing
Root Cause #3	Limited opportunities to practice basic skills due to limited academic period
Root Cause #4	
Root Cause #5	
<b>GOAL</b>	Increase by 4% the number of students at or above proficiency in Mathematics as measured by the Milestones assessment scores in grades 6-8 during the 2018-2019 school year.

**COHERENT INSTRUCTIONAL SYSTEM**

**GOAL** Increase by 4% the number of students at or above proficiency in Mathematics as measured by the Milestones assessment scores in grades 6-8 during the 2018-2019 school year.

**Structure(s)**

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal. (*Plan Checklist 2.a.ii.*)

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1. Use the RACE Writing Rubric in all classes	NA	a. August 2018 and monthly thereafter b. Collaborative meetings (scoring sessions)	All Teachers
2. Provide explicit instructions using Math resources (Moby Max)	Title I	a. August and then in math connections class b. Usage Reports	Connections teachers
3. Implement differentiation with a focus on math connections and extended day program	Title I	a. August b. Lesson Plans	Academic coach, District coaches, Teachers
4.		a. b.	
5.		a. b.	
6.		a. b.	

<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups? ( <i>Plan checklist 2.a.i.</i> )	
<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
Addressed in action steps above.	Collaborate with school social worker to keep students in their school of origin and maintain a consistent educational program.
<b>English Learners</b>	<b>Migrant</b>
ESOL teachers will collaborate with regular education teachers to ensure strategies for EL students are consistently implemented where appropriate. ESOL teacher will provide sheltered and push-in services to ESOL students.	Work with Title III to identify any migrant students and provide support to students and families as needed.
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
Continue to disaggregate student group data and address instructional deficiencies as needed.	Special ed. and regular ed. teachers will collaborate to ensure students with disabilities are receiving interventions as documented in learning plans.

**EFFECTIVE LEADERSHIP**

<b>GOAL</b>	Increase by 4% the number of students at or above proficiency in Mathematics as measured by the Milestones assessment scores in grades 6-8 during the 2018-2019 school year.		
<b>Structure(s)</b>			
<b>Evidence-based Action Steps:</b> Describe the evidence-based action steps to be taken to achieve the goal. ( <i>Plan Checklist 2.a.ii.</i> )			
<b>Action Steps</b>	<b>Possible Funding Source(s)</b>	<b>a. Timeline for Implementation</b>	<b>Position/Role Responsible</b>
		<b>b. Method for Monitoring</b>	
1. Rehire a math connections teacher to provide support to struggling math students.	Title I (.5), District (.5)	a. Rehired in July	Admin
		b. Lists of students participating in math connections	
2. Rehire an instructional para to work with 6 <sup>th</sup> grade classrooms in need of additional math and ELA support	Title I - .5	a. Rehired in July	Admin
		b. Paraprofessional evaluation - RI (reading classes), Lists of students receiving assistance and why	
3. Set expectations for usage of Moby Max in math connections classrooms.	Title I	a. August	Admin, Academic Coach
		b. Usage Reports and agenda to show expectations	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	



<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups? ( <i>Plan checklist 2.a.i.</i> )	
<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
Addressed in action steps above.	Ensure teachers know the process of providing additional services to foster and homeless students.
<b>English Learners</b>	<b>Migrant</b>
Require collaboration between ESOL and classroom teachers.	Ensure processes are in place to meet the needs of any migrant students that may enroll.
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
Addressed in action steps above.	Require collaboration between special education and classroom teachers.

**PROFESSIONAL CAPACITY**

<b>GOAL</b>	Increase by 4% the number of students at or above proficiency in Mathematics as measured by the Milestones assessment scores in grades 6-8 during the 2018-2019 school year.
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<b>Structure(s)</b>	
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**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal. (*Plan Checklist 2.a.ii.*)

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Train Math Extended Learning Time teachers to implement Math 180	District	a. August 2018-September 2018	Academic Coach
		b. Usage and performance data of Math 180, walks	
2. Provide math teachers with CTLS training to access math framework and resources.	Local funds, Title I - Subs or release times	a. August 2018-May 2019	TTIS, Academic Coach
		b. Training materials and sign-in sheets	
3. Provide refresher training for math connections teachers on the implementation of Moby Max during instruction	Title I	a. August 2018	Academic Coach
		b. Moby Max usage reports	
4. Attend conferences and workshops to improve math instruction.	Title I	a. Conference Dates TBD	Conference Attendees
		b. Agendas for redelivering conference information	
5.		a.	
		b.	
6.		a.	
		b.	

<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups? ( <i>Plan checklist 2.a.i.</i> )	
<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
Addressed in action steps above.	Addressed in action steps above.
<b>English Learners</b>	<b>Migrant</b>
ESOL teachers will attend all required ESOL training provided by the district.	Addressed in action steps above.
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
Provide engagement strategy training to meet the needs of all learners.	Special education teachers will attend all required special education training provided by the district.

**FAMILY and COMMUNITY ENGAGEMENT**

<b>GOAL</b>	Increase by 4% the number of students at or above proficiency in Mathematics as measured by the Milestones assessment scores in grades 6-8 during the 2018-2019 school year.
<b>Structure(s)</b>	

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal. *(Plan Checklist 4.b.) (Plan Checklist 2.a.ii.)*

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Provide a Family Night introducing specific math strategies that can be used at home	Title I	a. February 9	Academic Coach, Parent Liaison, Teachers
		b. Sign-in sheets, collaborative meeting notes	
2. Parent Liaison and Academic Coach offer Munch and Math to students and parents during the school day to learn about specific math topics	Title I	a. October 10	Academic Coach, Parent Liaison
		b. Sign-in sheets, feedback/survey	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	

**Supplemental Supports:** What supplemental action steps will be implemented for these subgroups? (*Plan checklist 2.a.i.*)

**Economically Disadvantaged**

Addressed in action steps above.

**Foster and Homeless**

Addressed in action steps above.

**English Learners**

Addressed in action steps above.

**Migrant**

Addressed in action steps above.

**Race/Ethnicity/Minority**

Addressed in action steps above.

**Students with Disabilities**

Addressed in action steps above.

**SUPPORTIVE LEARNING ENVIRONMENT**

**GOAL** Increase by 4% the number of students at or above proficiency in Mathematics as measured by the Milestones assessment scores in grades 6-8 during the 2018-2019 school year.

**Structure(s)**

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal. (*Plan Checklist 2.a.ii.*)

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Continue to implement Math 180 to targeted students who exhibit math deficits with para support in all grade levels	Title I (If needed)	a. August 2018-May 2019	Selected Math 180 ELT Teachers
		b. Rank order list of students identified for support and class rosters	
2. Math Connections teacher will continue to use MobyMax and preview instruction during connections class	Title I	a. August 2018-May 2019	Math Connections Teacher
		b. MobyMax and MI Data - Growth Reports	
3. Science teachers will use newly adopted materials and resources, in addition to, Edusmart and Gizmos to further support math literacy and increase science conceptual knowledge	District, Title I	a. August 2018-May 2019	Science Teachers
		b. Newly science adopted material, Edusmart, and Gizmos usage report	
4. STEM ELT Teachers will continue to bridge the math and science connections through Extended Learning Time classes and some connections offerings.	District, Title I	a. August 2018-May 2019	STEM ELT Teachers
		b. Collaboration with pipeline schools project completion	
5.		a.	
		b.	
6.		a.	
		b.	

<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups? <i>(Plan checklist 2.a.i.)</i>	
<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
Offer free before or after school tutoring	Offer free before or after school tutoring
<b>English Learners</b>	<b>Migrant</b>
Offer free before or after school tutoring	Offer free before or after school tutoring
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
Offer free before or after school tutoring	Offer free before or after school tutoring





**2.4 OVERARCHING NEED #3** (*Plan Checklist 1.a.*)

<b>Overarching Need</b>	
Root Cause #1	
Root Cause #2	
Root Cause #3	
Root Cause #4	
Root Cause #5	
<b>GOAL</b>	

**COHERENT INSTRUCTIONAL SYSTEM**

<b>GOAL</b>	
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<b>Structure(s)</b>	
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**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal. (*Plan Checklist 2.a.ii.*)

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

<i>Supplemental Supports:</i> What supplemental action steps will be implemented for these subgroups? ( <i>Plan checklist 2.a.i.</i> )	
<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
<b>English Learners</b>	<b>Migrant</b>
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>

# SCHOOL IMPROVEMENT PLAN

EFFECTIVE LEADERSHIP			
GOAL			
Structure(s)			
<i>Evidence-based Action Steps:</i> Describe the evidence-based action steps to be taken to achieve the goal. ( <i>Plan Checklist 2.a.ii.</i> )			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

*Supplemental Supports:* What supplemental action steps will be implemented for these subgroups? (Plan checklist 2.a.i.)

<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
<b>English Learners</b>	<b>Migrant</b>
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>

**PROFESSIONAL CAPACITY**

<b>GOAL</b>	
<b>Structure(s)</b>	

*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve the goal. (Plan Checklist 2.a.ii.)

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

*Supplemental Supports:* What supplemental action steps will be implemented for these subgroups? (Plan checklist 2.a.i.)

**Economically Disadvantaged**

**Foster and Homeless**

**English Learners**

**Migrant**

**Race/Ethnicity/Minority**

**Students with Disabilities**

**FAMILY and COMMUNITY ENGAGEMENT**

<b>GOAL</b>	
<b>Structure(s)</b>	

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal. *(Plan Checklist 4.b.) (Plan Checklist 2.a.ii.)*

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	



*Supplemental Supports:* What supplemental action steps will be implemented for these subgroups? (Plan checklist 2.a.i.)

<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
<b>English Learners</b>	<b>Migrant</b>
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>

**SUPPORTIVE LEARNING ENVIRONMENT**

<b>GOAL</b>	
<b>Structure(s)</b>	

*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve the goal. (*Plan Checklist 2.a.ii.*)

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

*Supplemental Supports:* What supplemental action steps will be implemented for these subgroups? (Plan checklist 2.a.i.)

<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
<b>English Learners</b>	<b>Migrant</b>
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>



## 4. REQUIRED QUESTIONS

**4.a** - 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 sought and included.

[Sec. 2103(b)(2)] (*Plan Checklist 3.b.*)

4A: In developing this plan, we sought advice from parents during input meetings and Coffee and Conversation sessions. Additionally, input from school personnel was collected during collaborative meetings.

**4.b** - 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. [Sec. 1111(g)(1)(B)]

(*Plan Checklist 2.iii.d*)

4B: Barber will ensure that low-income and minority students are not served disproportionately by ineffective, out-of-field, or inexperienced teachers by interviewing and hiring highly qualified teachers for all positions. The selection team specifically interviews teachers who are certified in the vacant position.

**4.c** - 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). [Sec. 1114(b)(7)(ii)] (*Plan Checklist 2.iii.c.*)

4C: Barber's Title I instructional program focuses on two primary areas, Language Arts and Mathematics. Last school year, we completed Cohort 4 CTLS Teach/Assess Training. We continue to support and implement the district's initiatives for effectively implementing professional learning communities. Our needs are further evidenced by identified deficiencies within Language Arts with 23% of 6<sup>th</sup> graders, 21% of 7<sup>th</sup> graders, and 12% of 8<sup>th</sup> graders scoring at the beginning learner level on the Language Arts Milestones. There were 34% of 6<sup>th</sup> graders scoring below grade level, 22% of 7<sup>th</sup> graders scoring below grade level, and 17% of 8<sup>th</sup> graders scoring below grade level on Language Arts Milestones lexile performance. Additional identified deficiencies within Mathematics include 16% of 6<sup>th</sup> graders, 15% of 7<sup>th</sup> graders, and 18% of 8<sup>th</sup> graders scoring at the beginning learner level on the Mathematics Milestones. Reading and Math Inventories will be administered to further ensure students are appropriately placed in supplemental classes. In Language Arts, teachers have received Springboard training and materials which is being implemented in all Language Arts classes, to include regular education, special education, and gifted education. Read 180 and Systems 44 are the programs used to address non-readers and below grade level readers during ELT, Extended Learning Time at each grade level. Teachers will continue to use the RACE Reading Comprehension strategy as well as the writing rubric

teachers designed to provide opportunities in all subjects for students to have regular, simulated practice of constructed response.

In Mathematics, Math 180 ELT teachers will continue the district's study on the program's effectiveness, and our Math Connections teacher will continue using the adaptive software of MobyMax and previewing core instruction with our students who have identified deficits. All math teachers will adhere to the framework and curricular standards while providing students independent practice opportunities. The instructional paraprofessional will be used to support both settings in Language Arts and Math.

We plan to further provide additional support beyond the school day in our Extended Day Program in which Read Works, RACE Reading Comprehension strategy, and Read 180 will be used. Math students will utilize MobyMax as a supplement to math class and Math 180 or Math Connections.

Our goal is to share performance data concerns with parents and provide every opportunity available for all students to reach proficiency in Language Arts and Math.

**4.d** - 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.

[Sec. 1115(b)(1)]; [Sec.1115(c)(1)(B)]

4D: Barber Middle School is a school-wide Title program.

**4.e** - 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.

[Sec. 1114(b)(7)(V)] (*Plan Checklist 2.iii.e.*)

4E: N/A

**4.f** – (High school and middle schools), 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.

[Sec. 1114(b)(7)(II)] (*Plan Checklist 4.c.i. & 4.c.ii.*)

4F: Our school counselors help facilitate the process of transition from 5th to 6th grade as well as from 8th to 9th grade. They work collaboratively with the counselors at the respective levels to schedule and organize school visitation, during school and after hours informational session for parents and students. They also align incoming 5th graders with student ambassadors so they can shadow in preparation for the upcoming year. Feeder high school counselors also come over to

Barber to assist with scheduling, and they encourage a smooth transition from 8th to 9th grade. Additionally, students visit the high school to learn more about the programs offered and take a tour of the campus, and parents have an opportunity to attend an informational parent meeting.

Our Parent Liaison and Reach for the Stars Director also coordinate a College Planning Night in which representatives from schools are invited as well as representatives from GA Student Finance Commission. To advance students' ability to earn high school credit, we offer three high school classes in which students can earn high school credit. Therefore, an 8<sup>th</sup> grade student could matriculate to the high school with three credits.

**4.g - 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. [Sec. 1114(b)(7)(III)]**

4G: To reduce discipline practices that remove students from the classroom, we encourage all staff members to establish relationships with students that build rapport and trust. Barber utilizes the Warrior Way Card which is a positive behavior management tool which encourages students to model appropriate classroom/school behavior. The card also has a redemption feature which allows students to correct a behavior to minimize or eliminate the need for school consequences. Additionally, students are afforded the opportunity to earn incentives such as Fun Fridays, grade level dances, End-of-the-Year Blowout, along with other student-driven incentives. Additionally, we use a progressive discipline matrix that begins with minimal consequences and escalates to major consequences dependent upon the violation. We are also partnering with our YMCA, faith-based organizations, non-profit organizations, and local police department (collectively, we are called The Coalition) to provide students with mentors, provide speakers on various topics that impact our youth, or utilize one of the entities as a means of lowering a discipline consequence or in lieu of removal from class.

**4.g – Define how your interventions are evidence-based; or other effective strategies to improve student achievement. [Sec. 1111(d)(B)] (Plan checklist 4.a.)**

4g: Interventions and instructional strategies are evidenced-based as defined by the Evidence for ESSA site, <https://www.evidenceforessa.org/>. Using the aforementioned link as well as What Works Clearinghouse and Best Evidence Encyclopedia, we are able to identify the research behind certain software/interventions and assess their value based on student performance. With the use of Evidence-Based Worksheets and Logic Model Evidenced Based Worksheets, we have deemed the software, interventions, and strategies effective.

## ADDITIONAL RESPONSES

Use the space below to provide additional narrative regarding the school's improvement plan (*optional*).

1. The School Improvement Plan is developed during a 1-year period as outlined in Sec. 1114(b)(1-5) of ESSA. (Plan checklist 3.a.)

2. The School Improvement Plan remains in effect for the duration of the school's participation under Sec. 1114(b)(1-5) of ESSA, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. (Plan checklist 3.c.)

3. The School Improvement Plan is available to the local educational agency, parents, and the public, by being published on the local school website and available in the front office of the school. The information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. (Plan checklist 3.d.)