School Improvement Plan
2024 - 2025

Worth County
Worth County Middle School

<div align="center">SCHOOL IMPROVEMENT PLAN</div>

1 General Improvement Plan Information

General Improvement Plan Information

District	Worth County
School Name	Worth County Middle School
Team Lead	Cornellius Frazier
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	To increase reading Lexile levels.
Root Cause # 1	Lack of literacy resources available for teacher and student use.
Root Cause # 2	Lack of professional development in the area of literacy.
Root Cause # 3	Teacher inconsistency with implementing reading interventions
Goal	By the end of the 2024-2025 school year, WCMS will increase the number of students scoring a proficient or advanced Lexile measure by 3% on the Spring administration of the BEACON Assessment.

Action Step # 1

Action Step	Use intervention teacher to meet the needs of students not demonstrating Reading Lexile proficiency as measured by the Reading Inventory assessment.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Benchmarks, progress monitoring schedule, universal screener, student work samples, classroom observation forms, intervention schedules
Method for Monitoring Effectiveness	formative assessment data, Beacon data, student grades, progress monitoring data
Position/Role Responsible	Administrators, School Improvement Specialist, Teachers
Timeline for Implementation	Quarterly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 2

Action Step	Structured professional learning for educators on reading instruction and effective strategies to enhance student reading and learning.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Walk-Through observation forms, sign in sheets, professional learning agendas, lesson plans with effective strategies, 45 day action plan, professional development handouts
Method for Monitoring Effectiveness	achievement data, data review notes, Lexile data, formative assessment data
Position/Role Responsible	SIS, Administrators, Teachers
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA

Action Step # 3

Action Step	Continue to implement the PBIS framework. As part of the PBIS implementation, teachers will teach positive behavior expectations and give recognition for reading and Lexile goals.
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Agendas/Sign in sheets from trainings, Classroom Observations, Climate Surveys, teacher feedback forms
Method for Monitoring Effectiveness	achievement data, Lexile data, Discipline data
Position/Role Responsible	PBIS Coordinator, Administrators, PBIS team, teachers, students
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)?	GaDOE, RESA School Climate Specialist

Action Step # 4

Action Step	Engage academic team meetings with School Improvement Specialist to analyze student Lexile data and discuss interventions to be implemented. Monitor our modified schedule/intervention block to provide additional instructional supports for students identified as basic or below basic.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 4

Subgroups	Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	sign in sheets, meeting agenda and notes, classroom walkthrough forms; formative assessments, intervention schedules
Method for Monitoring Effectiveness	student achievement data, formative assessment data, IXL data, Lexile data, IXL data
Position/Role Responsible	Admin, Teachers, SIS
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 5

Action Step	The Parent Engagement Coordinator will meet with parents throughout the school year to share best practices for successful students.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Meeting agendas, signin sheets, Facebook and Website posts, Event sign in sheets, surveys
Method for Monitoring Effectiveness	student/parent survey data, GMAS achievement data, student grades
Position/Role Responsible	Family Engagement Coordinator, Admin, SIS, Teachers

Action Step # 5

Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 6

Action Step	Purchase resources and materials to support reading across all content areas and classes.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Classroom observations, lesson plans noting the use of resources, PL meeting agendas, sign in sheets, student work samples
Method for Monitoring Effectiveness	Student achievement data, Lexile data, formative assessment data, IXL data, student grades
Position/Role Responsible	Teachers, Admin, SIS
Timeline for Implementation	Monthly

Action Step # 6

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Science and Social Studies teachers will use more nonfiction resources to aid with literacy. Connection teachers will incorporate reading in their instruction.

Action Step # 7

Action Step	Use of School Improvement Specialist to analyze data, conduct professional learning, provide academic coaching, monitor programs, and meet collaboratively with teachers to improve instructional strategies and student achievement.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Meeting agendas, sign in sheets, classroom observation forms, professional development handouts, lesson plans with professional development integration
Method for Monitoring Effectiveness	Student achievement data, data review notes, observation notes, Lexile data, IXL data
Position/Role Responsible	SIS, Admin
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)?	

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	To increase proficiency in ELA and Math.
Root Cause # 1	A shortage of professionally qualified teachers
Root Cause # 2	Lack of current resources for teacher and student use.
Root Cause # 3	Lack of rigorous instruction and differentiation. Need for intentional professional learning in the areas of rigor and differentiation.
Goal	By the end of the 2024-2025 school year, WCMS will increase the number of students scoring proficient or above on the Georgia Milestone Assessment by 3%.

Action Step # 1

Action Step	Use instructional software programs (such as IXL) for personalized learning to provide additional instructional supports for students identified as struggling learners who have not met standards, as well as enrich students who have met standards.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	program usage, classroom walkthrough forms, student usage/participation, team meeting agendas
Method for Monitoring Effectiveness	student program achievement data; formative assessment data; class grades
Position/Role Responsible	Intervention teachers, teaches, SIS, Admin, MTSS coordinator
Timeline for Implementation	Quarterly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 2

Action Step	EL students will use the instructional programs and resources to aid with vocabulary and language.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Program usage, classroom walkthrough forms, student work samples
Method for Monitoring Effectiveness	Achievement data, progress monitoring data, Lexile data, student grades
Position/Role Responsible	ESOL teacher, SIS, Admin
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 3

Action Step	Engage instructional teams for the purposes of analyzing student performance trends, make revisions to content area units, and vertical alignment with new math standards. Teams will analyze student data and discuss instructional strategies and interventions to be implemented.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Assessment Calendar, meeting schedule, PL agendas, sign in sheets, meeting notes documentation, lesson plans with standards and strategies, teacher evaluations Review math standards with math teachers in the school and district, and attend math standards training through RESA
Method for Monitoring Effectiveness	Formative and summative assessment data; class grades; BEACON data
Position/Role Responsible	Admin, SIS, Teachers
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)?	Review math standards with math teachers in the school and district, and attend math standards training through RESA and GaDOE

Action Step # 4

Action Step # 4

Action Step	To provide mentorship and support for teachers seeking certification through alternative routes, and provide mentoring and coaching for new teachers.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	TKES Professional Learning Plans, Sign in sheets, agendas. walkthrough observation forms, teacher evaluations
Method for Monitoring Effectiveness	Student achievement data; class grades, formative assessment data
Position/Role Responsible	Mentor teachers, new teachers, Admin, SIS
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Albany State University, Valdosta State University, Georgia Southwestern University, SWGARESA

Action Step # 5

Action Step	Identify instructional needs by utilizing BEACON assessment data.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment

Action Step # 5

Method for Monitoring Implementation	Benchmarks, Progress Monitoring, Formative and Summative Assessments EOG Assessments BEACON
Method for Monitoring Effectiveness	assessment data, achievement data, progress monitoring data, IXL data
Position/Role Responsible	Administrators, School Improvement Specialist, Teachers
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 6

Action Step	School improvement specialist provides professional development on best practices and implement peer observations.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Meeting Agendas, Sign In Sheets, Peer Observation Schedule and Forms, Meeting Notes, Collaborative Planning meetings, Classroom walkthroughs, student work samples
Method for Monitoring Effectiveness	Student achievement data, formative and summative assessment data, observation data
Position/Role Responsible	SIS, Admin, Teachers

Action Step # 6

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)?	

Action Step # 7

Action Step	Use of math intervention teacher to meet the needs of students not demonstrating math proficiency as measured on BEACON and GMAS.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Benchmark assessments, progress monitoring, IXL screener, meeting agendas, intervention schedule. student work samples
Method for Monitoring Effectiveness	Formative assessment data, student achievement data, student grades, IXL data
Position/Role Responsible	Admin, SIS, intervention teacher
Timeline for Implementation	Quarterly

Action Step # 7

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)?	

Action Step # 8

Action Step	Use of class size reduction teachers to assist with smaller class sizes.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	classroom observation forms, lesson plans with PL integration, student work samples
Method for Monitoring Effectiveness	formative assessment data, summative assessment data, student grades
Position/Role Responsible	Admin, SIS, Teachers
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

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).	We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were the Worth County Middle School Leadership Team, faculty and staff, and the Academic Leadership Team. The Leadership Team consists of the principal, three assistant principals, school improvement specialist, school counselors, parent engagement coordinator, special education department chairs, and the media specialist. The ways they were involved include development of initial goals, sharing and implementing of ideas to carry out plans to achieve goals, monitoring of the schoolwide policies and procedures to analyze achievement of the goals, as well as revising and editing the School Improvement/Schoolwide Plan. The team is tasked with analyzing current achievement data and discipline data to identify needed improvements. WCMS students, staff, and stakeholders are asked to participate in a needs assessment survey which gathers data from teachers, students, and parents to determine perceived areas of improvement. We will involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of schoolwide programs and the school family engagement plan. Parent input surveys are sent to parents throughout the school year. Once the final revisions are made, the School Improvement Plan will be available upon request and on our school webpage. Copies of the SIP will be given out upon request. We have developed, and will revise twice yearly, our SIP with the participation of staff members, stakeholders, parents/guardians, and students.

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.	School administrators analyze the quality of staff and ensure that students receive the highest quality of instruction. Teachers receive the training necessary to ensure teaching standards and requirements are met. Inexperienced and/or ineffective teachers participate in professional development and are provided support by the SIS, mentor teacher, and administrators. Low income and minority students will not be placed in a classroom with an ineffective, out-of-field, or inexperienced teacher for more than two consecutive years as evidenced by teacher effectiveness meetings and strategic planning of teacher and student schedules.

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).	The ways in which we will address the needs of all children in the school, particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standard are to monitor the students on an on-going basis. Progress monitoring occurs through grade level benchmark assessments and formative assessments. Instructional groups within the classroom change as students' needs change and allow each student to progress at a maximum rate. Teachers at WCMS play a critical role in the decisions about student assessments and student learning. Teachers and SIS meet collaboratively to review student assessment data, identify students who are not making progress, and determine the best interventions for each student. Forty minutes are set aside each school day for remediation and acceleration during an extended learning time/ WIN. Frequent reinforcement, retesting, and reteaching of identified needs are conducted throughout the year. Students who are not meeting grade level assessments and are therefore at risk of retention, receive additional time in the core-content area during ELT. WCMS teachers utilize summative assessments, progress monitoring, performance tasks, and teacher made assessments to ensure individual achievement. We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely, and additional assistance. Those activities are interventions in basic reading and math skills, remedial connections courses, Extended Learning Time (ELT) and Rampup sessions on the grade level halls. The remedial math and ELA courses are taught by intervention teachers during connections. We also began WIN which stands for "What I Need." Students are put into WIN courses based on student data and what areas the students need support and enrichment. Resources used at WCMS include textbooks, math unit books, Chromebooks, intervention programs, PALS, Google classroom, MobyMax, and IXL. WCMS also implements the Reading Inventory 3 times a year. Students are organized into advisor groups, formerly known as homerooms. Each week, the students complete a lesson on character education or college and career awareness/preparation during advisement. The lessons are chosen by WCMS Guidance Counselors and the MTSS coordinator according to the state and local requirements. In addition to the classroom lessons presented by the teacher, the guidance counselors also visit classrooms for lessons on bullying. WCMS Guidance Counselors work with students individually to discover root causes of the problems they are facing. WCMS Guidance Counselors also help organize a career day with WCHS to introduce WCMS students to the career, club and pathway options at WCHS. We also utilize Check and Connect to work with at-risk students.

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.	WCMS is not a Title I targeted assistance school.

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

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.	Worth County School District values the importance of creating a smooth transition from students as they depart from elementary school and enter middle school. WCMS and WCES work cooperatively together to create transition programs to meet needs of students. Each spring, fifth grade students are brought over during normal school hours to WCMS for the "Smooth Moves" program and tour. Students tour the middle school, meet staff, and are introduced to clubs, athletics, and extracurricular activities. This coincides with The Sixceed Program also held at WCMS in the fall. This is an evening event offering a middle school orientation for sixth graders and their families. Students and parents come to the middle school to learn about expectations, courses, and teachers for the school year. During preplanning, WCMS has an Open House to welcome all students and their families to our school and provide opportunities to meet teachers and staff. Worth County Middle 8th graders attend a registration session at Worth High School during the spring of the year. Students learn about academic and CTAE classes, tour the school, ask questions, and meet with a counselor to discuss their schedule for the upcoming year. Parents are invited to attend an informational session in the spring to learn about graduation credits, classes, and other pertinent issues related to students in their 9th grade year. In addition, 8th grade students will participate in a gown celebration for the graduating seniors. The graduating seniors will tour the schools dressed in their graduating gowns and end with an assembly with the eighth grade students going to the high school to be recognized as rising ninth graders. In addition to the previous mentioned activities, Georgia Futures activities for the students started at Worth County Elementary School and continuing through the Worth County Middle School and Worth County High School help our students to focus on their futures through career interest inventories and Individualized Graduation Plans. SWD transition plans are also originated in 8th grade.

| 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. | To reduce the overuse of discipline practices that remove students from the classroom, we have adopted the following practices: - The implementation of PBIS by all faculty and staff. - Team discipline notebooks/classroom referrals - steps are taken before lunch detention, contact with parents, classroom incident reports, etc. take place. - Several steps at the classroom and team level must occur before a discipline referral will be processed by an administrator. Exceptions to this rule are major infractions. - A reflective room has been established to allow students a place to reflect momentarily (possible one class period) on their behaviors before continuing the school day. Special education and 504 students are flagged in Infinite Campus to alert administrators of current status. - When a special education student is referred to an administrator, that student's special education case worker/teacher is a part of the process of assigning discipline. We also have a mentor program where teachers mentor students that have some emotional or behavior occurrences. Check and connect program has mentors listed as advisors in Infinite Campus to monitor student behavior, attendance, and grades. This program gives students an opportunity to talk to someone and build relationships. |

ADDITIONAL RESPONSES

| 8. Use the space below to provide additional narrative regarding the school's improvement plan. | For the EL students at WCMS, we follow an innovative model. An ESOL teacher will provide daily assistance to EL students. She will work with the lesson plans and basic academic needs of the students to help them be successful. A supplemental language acquisition program- Imagine Learning-was purchased to assist the students with learning the English language. Students work on vocabulary and comprehension using the program and other EL resources. |