



SCHOOLWIDE IMPROVEMENT PLAN (SWP)

NAME OF SCHOOL/PRINCIPAL

Cartersville Middle School / Ken MacKenzie

NAME OF DISTRICT/SUPERINTENDENT:

Cartersville City Schools / Dr. Marc Feuerbach

Consolidated Budget

SIGNATURES:

Superintendent _____ Date _____

Principal Supervisor _____ Date _____

Principal _____ Date _____

Curriculum/Accountability Director _____ Date _____

Schoolwide Improvement Plan Committee / Leadership Team Members

Name	Position/Role	Signature
Ken MacKenzie	Principal	
Debra Malone	Assistant Principal	
Tharis Word	Assistant Principal	
Sharon Balsor	6 th -8 th Grade Special Programs/Special Education Lead Teacher	
Kim Poe	6 th Grade ELA Teacher / Department Chair	
Angie Roper	6 th Grade Science Teacher / Department Chair	
DJ Paradis	7 th Grade Social Studies Teacher / Grade Level Chair	
Callie Palmer	7 th Grade Math Teacher / Department Chair	
Brad Burel	8 th Grade Science Teacher / Grade Level Chair	
Laura Huth	8 th Grade Social Studies Teachers / Department Chair	
Michelle Cottongim	6 th -8 th Grade Exploratory Teacher / Technology, Engineering	
Omar Nunez	6 th -8 th Grade Elective Teacher / Foreign Language	
Felicia Guffey	Title III Specialist	
Audra Saunders	Director of Curriculum and Accountability	

In August of 2018, teachers collaborated as grade levels to determine what instructional strategies and best practices should be implemented and/or focused on to improve student achievement growth for the 2018-2019 school year. Next, teachers and the Instructional Leadership Team combined these instructional strategies and best practices to develop a School-wide Improvement Goal that would encompass the ideas of all grade levels. Below, is the final revision of that improvement goal.

SCHOOL-WIDE IMPROVEMENT GOAL: In order to improve student mastery of standards in all content areas, by January of 2019, 67% of CMS teachers will demonstrate an extensive knowledge and full implementation of a standards-based instruction and assessment framework (workshop model) as evidenced by teacher pre/post self-assessments and walkthrough data. By the end of the 2018-19 school year, 90% of CMS teachers will demonstrate an extensive knowledge and practice of a standards-based instruction and assessment framework.

Improving Student Achievement Growth

Cartersville Middle School

2018 – 2019

6TH GRADE TEACHERS

1. Assignments linked to standards
 - a. Standards weighted appropriately
 - b. Did students comply to assignment or actually learn the standard
2. Constructed Writing Responses
 - a. Writing Across the Curriculum
3. Capturing Kid's Hearts –
 - a. "Kids Don't Care What You Know Until They Know You Care!"
4. Standards Based Grading

7TH GRADE TEACHERS

1. Canes Read – Wednesday remediate/reinforce literacy based strategies
2. Using informational text for constructed responses across the curriculum
3. Guiding reading
 - a. News ELA and Read-Works to build comprehension
 - b. Lexile levels
 - c. Articles related to each content area
4. Fact Fluency
 - a. Mobymax
 - b. Flash Cards
 - c. Multiplication and Division Skills

8TH GRADE TEACHERS

1. Constructed Response (once a week)
2. Summative Assessments – standards based grading using online platform
3. Article of the Week – (CANES Time)
 - a. Informational Text
 - b. Summarizing Skills
 - c. Citing Supporting Evidence
4. STEM Activities
 - a. Promote Critical Thinking Skills
 - b. Target high achievers

ELECTIVE AND EXPLORATORY TEACHERS

1. Integrate ELA and Math Standards
 - a. Standard into Lessons
2. Communicate with academic teachers
 - a. Work with Instructional Lead Teachers (Randi Sonenshine and Michelle Gambill)
3. Extra Enrichment – Example: Robotics Team
4. Certifications
 - a. ESOL
 - b. Gifted
 - c. SPED
 - d. Capturing Kids Hearts

Revision - February 27, 2019

The School-wide Improvement Committee used data from local assessments, along with data from the Georgia Milestones, the CCRPI report, and the AdvancED report to develop a school-wide plan that addresses the current needs of Cartersville Middle School. Improvements and declines in achievement, parental involvement, attendance, etc. we measured with the following instruments: Stakeholder surveys, Staff Needs Assessment, MobyMax (an online readiness test for math and English Language Arts) the Reading and Math Inventory (RI and MI), which measures students’ reading comprehension math computation, and Read Naturally, and the last three years of data for attendance, discipline, and demographics. All of this information was used to develop the School-wide Plan (SWP) for the 2018-2019 school year at CMS. Starting with the 2017-2018 school year, CMS will replaced Classworks and Study Island with USA Test Prep and MI. CMS will continue to use Read Naturally and RI for measuring Lexile levels and student growth in reading.

Needs Assessment/ Data Review Results

Revision – February 27, 2019

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
<p>Math Needs:</p> <ul style="list-style-type: none"> • Consistent school-wide instructional framework during Canes Time (Remedial, Support, Enrichment Learning Time for Students) • Data Analysis Training (PLC’s) • RTI Training • PBIS Training 	<ul style="list-style-type: none"> • 2015 – 2016 GMAS scores • 2016-2017 GMAS scores • 2017-2018 GMAS scores • MobyMax Subgroup data • RTI data • Canes Time (Remedial and Support Group data) • MI data – 2018-2019 	<ul style="list-style-type: none"> • Principal • Assistant Principals • Counselors • Instructional Lead Teachers • Academic Teachers 	<ul style="list-style-type: none"> • School Governance Council • Posted on school website • Teacher / Parent Conferences • Student / Teacher Conferences • School Leadership Team • PLCs
<p>ELA Needs:</p> <ul style="list-style-type: none"> • Read Naturally Training – online program- • Data Analysis Training- (PLC’s) • Rosette Stone (for immigrant non-English speaking students and families) • Elevation for ESOL • Consistent school-wide reading program 	<ul style="list-style-type: none"> • 2015 – 2016 GMAS scores • 2016-2017 GMAS scores • 2017-2018 GMAS scores • Subgroup data • Canes Time (Remedial and Support Group data) • RTI data • Read Naturally data 2018-2019 • RI data 2018-2019 	<ul style="list-style-type: none"> • Principal • Assistant Principals • Counselors • Instructional Lead Teachers • Academic Teachers 	<ul style="list-style-type: none"> • School Governance Council • Posted on school website • Teacher / Parent Conferences • Student / Teacher Conferences • School Leadership Team • PLCs

Division of School and District Effectiveness | School Improvement Plan

<ul style="list-style-type: none"> • Consistent school-wide instructional framework during Canes Time (Remedial, Support, Enrichment Learning Time for Students) • RTI Training- New ELA Teachers • PBIS Training-New teachers 			
<p>Technology Needs:</p> <ul style="list-style-type: none"> • Office 365 Training- • Bring Your Own Device (BYOD) strategies • Digital Citizenship • 1:1 laptop availability • Equitable distribution of available technology • STEAM Certification 	<ul style="list-style-type: none"> • Current technology inventory 	<ul style="list-style-type: none"> • Principal • Assistant Principals • School Instructional Technology Specialist • District Technology Director • School Leadership Team • Technology Committee 	<ul style="list-style-type: none"> • School Governance Council • Posted on school website • PLCs • School Leadership Team • Technology Committee
<p>Discipline Needs:</p> <ul style="list-style-type: none"> • Black males have the highest discipline rate • Rising 8th graders have the highest discipline rate • Collect academic data on top 10-20% of students with chronic discipline problems • PBIS training for faculty and staff on-going • RTI behavior plans for students with chronic discipline issues • Administration / Counselor visits to students at Ombudsman • Restructuring ISS instructional and support framework • Educators Handbook Training 	<ul style="list-style-type: none"> • Subgroup data • Two consecutive years of discipline data • Educator Handbook Data 	<ul style="list-style-type: none"> • Principal • Assistant Principals • Counselors • School Leadership • PBIS / Discipline Committee 	<ul style="list-style-type: none"> • School Governance Council • Posted on school website • PLCs • School Leadership Team

Division of School and District Effectiveness | School Improvement Plan

<p>Screeners / Diagnostic Testing Needs:</p> <ul style="list-style-type: none"> • Read Naturally Benchmark • USA Test Prep • MI – Math Inventory • RI - Reading Inventory 	<ul style="list-style-type: none"> • 2015-2016 GMAS scores • 2016-2017 GMAS scores • 2017-2018 GMAS scores • Subgroup data • Canes Time (Remedial and Support Group data) • Read Naturally data • USA Test Prep data • MI data • RI data 	<ul style="list-style-type: none"> • Principal • Assistant Principals • Instructional Lead Teachers • Academic Teachers 	<ul style="list-style-type: none"> • School Governance Council • Posted on school website • School Leadership Team • PLCs
<p>Professional Learning Needs:</p> <ul style="list-style-type: none"> • Reading Endorsement • Read Naturally • Gifted Endorsement • Technology Training • Office 365 Training • SLDS Training • USA Test Prep Training • MI Training • Educators Handbook Training • Other RESA workshops • Capturing Kids Hearts • Other conferences relevant to school improvement needs 	<ul style="list-style-type: none"> • 2015-2016 GMAS scores • 2016-2017 GMAS scores • 2017-2018 GMAS scores • Subgroups • Read Naturally data • Canes Time (Remedial and Support Group data) • USA Test Prep data • MI data • RI data 	<ul style="list-style-type: none"> • Principal • Assistant Principals • Instructional Lead Teachers • All Classroom Teachers • School Instructional Technology Specialist • Counselors 	<ul style="list-style-type: none"> • School Governance Council • Posted on school website • School Leadership Team • PLCs

SMART GOAL #1 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

(Revision – February 27, 2019)

Cartersville Middle School will establish and implement procedures and protocols for system-wide collaborative learning structures which require collaboration across grade levels, content areas, and other system divisions to support improved instruction and student learning at all levels. Students will increase the annual proficiency growth percentile in both reading and math by 1% on the Georgia Milestones for the 2018-2019 school year.

In order to improve collaboration and vertical alignment of instruction across grade levels and disciplines, by January of 2019, 67% of all CMS teachers will develop and implement procedures for a school-wide vertically aligned instructional framework as evidenced by curriculum mapping and instructional planning. By the end of the 2018 – 2019 school year, 90% of CMS teachers will develop and implement procedures for a school-wide vertically aligned instructional framework across grade levels and content areas.

- **All teachers will participate in weekly grade level professional development sessions targeting school-wide instructional needs and goals, such as differentiation, reading complex texts, math reasoning, etc.**
- **Professional development days will be used to support the continuous learning process in compliance with the educational plan for the Cartersville City School System. Regular faculty, leadership team, and grade level meetings will be held to ensure dissemination of information about local, state, and national initiatives for professional growth. Weekly PLCs for all horizontal instructional support for teachers.**
- **Cartersville Middle School will institute a Teacher-Feature, in which, individual teachers or teacher teams are videotaped while they present an effective, research-based instructional strategy/practice. The instructional technology specialist will create a YouTube video of the presentation to be used as a redelivery tool to other grade levels. This format will assist with improving vertical alignment training and consistency for all middle school teachers.**
- **Job embedded professional learning opportunities will be provided by the school's instructional lead teachers, instructional technology specialist, and curriculum instructional assistant principal. CMS will continue to provide model classrooms to support teachers in the areas of classroom management and co-teaching for both inclusion special education classes and ESOL push-in classes. Model classrooms will assist all middle school teachers with research-based instructional strategies for**

engagement and active learning, cooperative learning, and differentiating the instructional content, process, product, and learning environment to meet the needs of all students.

- **The instructional educational technology specialist will provide group and one-on-one training on current and new educational technology, including software and web-passed applications.**
- **Bi-monthly Instructional Leadership Team meetings will continue to ensure consistency and continuity among all middle school teachers.**
- **The CMS Leadership Team will provide vertical alignment and communication to all stakeholders. The Leadership Team will collaborate with the instructional lead teachers and administration to design a fluid professional instructional program for CMS teachers that constantly addresses the instructional needs of all students.**
- **The CMS team of teachers and administrators who worked with PAGE and the Schlechty Center to develop and transform school leadership among teachers and administrators will work with the other feeder schools (Cartersville Primary, Cartersville Elementary, and Cartersville High School) to bring about school transformation in leadership and student achievement. (Phillip Schlechty is the founder and chief executive officer of the Schlechty Center for Leadership in School Reform. He established the Center for Leadership in School Reform in 1988. Through this organization, he has developed a staff of experienced educators who are committed to transforming schools from bureaucracies into learning organizations. Schlechty and the center staff work with thousands of teachers, principals, central office staff, superintendents, and school boards, as well as with parents, civic leaders, business leaders, and others interested in the continuing health of public education in the United States.)**
- **Cartersville Middle School has created a school-wide grading policy. Formative assessments are weighted at 40% and summative assessments are weighted at 60% of the students' final grade average in each content area. The summative assessments consist of common assessments built by content area teachers at each grade level. All teachers within each discipline at each grade level use the exact summative assessments. Because of this new grading policy, Cartersville Middle School will be able to use this portion of each student's final grade average as another measure to determine mastery of content area standards and calculate student growth percentiles for each discipline.**

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
<p>Curriculum Standard #3: Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revises as needed</p> <p>Assessment Standard #2: Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction</p>	<p>Teachers: ESOL Academic and Special Ed; Instructional Lead Teachers; Administration</p>	<p>ELA Actions / Strategies</p> <ol style="list-style-type: none"> Teachers will implement reading interventions through Read Naturally and Moby Max during Canes Time. Teachers will implement explicit comprehension strategy instruction through content-area texts during Canes Time and regular class periods. Teachers will utilize the student Lexile scores to match students to appropriate text and differentiate instruction. Students will use their Lexile scores to set personal reading goals and choose reading materials in their stretch Lexile range for maximum reading growth. ESOL teachers will continue to provide Rosetta Stone licenses for non-English speaking immigrant students and their families. ESOL teachers will use Elevation. <p>Math Actions / Strategies</p> <ol style="list-style-type: none"> Teachers will implement math interventions through Moby Max during Canes Time. Teachers will implement research-based math remediation strategies during Canes Time. Teachers will provide remediation in math during Saturday School, before and after-school tutoring, and summer school. 	<p>USA Test Prep data reports</p> <p>Read Naturally data reports</p> <p>Reading Inventory (RI) Lexile scores; GMAS scores</p> <p>RTI:Tier 2&3; Data reports compiled during monthly RTI Team Time; Canes Time Student goal sheets</p> <p>Rosetta Stone progress and ACCESS testing</p> <p>MI data reports</p> <p>USA Test Prep benchmarks, progress reports, report cards</p>	<p>School Leaders Demonstrate: Understanding how to interpret the data, use and guide instruction from these programs: RI, Read Naturally, MI, and USA Test Prep</p> <p>Teachers Demonstrate: Understanding how to interpret, use, and monitor student growth from: Read Naturally, RI, MI and USA Test Prep</p> <p>Students Demonstrate: Understanding how to take their data and write appropriate goals to meet their growth target</p> <p>Parents Demonstrate: Understanding how to interpret their child's academic data and guide the child with selecting appropriate texts and resources</p>	<p>Fall, winter, and spring reports from individual student data reports; progress reports; and report cards</p> <p>On-going monitoring of articulation of teachers, students, and parents regarding individual student growth</p> <p>Teachers teaching according to the Canes Time instructional framework</p> <p>Evidence of teachers establishing clear learning targets and success criteria for students</p> <p>Evidence of ESOL teachers using Rosetta Stone during a pull-out ESOL segment for non-English speaking immigrant students</p> <p>Students can articulate what they need to do to gain mastery of the standard</p>	<p>RI, USA Test Prep Assessment programs, and Moby Max – intervention program; mobile computer carts</p> <p>Read Naturally online assessment tools</p> <p>NEWSELA; Readworks, Tween Tribune and other free web-based programs; mobile computer carts; SMART boards</p> <p>Rosetta Stone software</p> <p>MI and USA Test Prep assessment programs and interventions - Moby Max; mobile computer cart</p> <p>NZ Math Numeracy Project lessons; TenMarks.com; extramath.com; coach support consumable books; sumdog.com; Number Talks Training</p>

SMART GOAL #2 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

(Revision – February 27, 2019)

Cartersville Middle School will develop a systematic process, including a professional development plan, for all professional and support staff in the implementation and use of data from multiple sources to inform instruction, grading and reporting practices, program evaluation, and organizational effectiveness with discipline infractions and office referrals.

- **The instructional lead teachers will facilitate rich discussion on research-based instructional practices, technology integration, formative assessment practices and curriculum alignment. Instructional lead teachers and administration will continue to guide planning and assessment data to drive instruction and plan differentiated lessons and enrichment activities. Additionally, instructional lead teachers will provide one-on-one coaching support in and out of the classroom, targeting specific teacher needs based on classroom data and TKES performance standards. Through PLCs, the instructional lead teachers and the curriculum assistant principal will continue to facilitate the disaggregation of assessment data and guide teachers through a cycle of identifying strengths and weaknesses, making connections to classroom practice, focusing on instructional strategies to address weaknesses, implementing the new technique's, and reassessing / reflecting on the results.**
- **All students will be assessed throughout the year using common benchmark assessments, formative assessments, and summative assessments. Teachers will use this information to determine mastery of content, instructional strategies, and placement into the Canes Time period for additional support. Students who are currently in Tier II or III of the RTI process will be given progress monitoring assessments more frequently to determine the efficacy of the interventions provided to them. For the 2018-2019 school year, RI and MI, web-based reading and math assessments, will be used to collect data on reading Lexile levels and math levels. In addition, Read Naturally, a reading program providing data for student growth and interventions to address weaknesses in reading will be used. Also, USA Test Prep, another technology-based assessment and instructional tool will be used to collect data for all students at Cartersville Middle School.**
- **Teachers and administrators will use the Educator's Handbook to monitor student infractions and office referrals. This program will allow Cartersville Middle School to study disproportionality gaps and trends. CMS will utilize strategies to keep students in their instructional setting and decrease the number of non-white students assigned to ISS/OSS by identifying struggling students early and providing support and interventions to assist these students in becoming successful. Detention will be offered on Tuesdays and Thursdays of each week after school. Detention will be used as a way to assist with keeping students in the classroom. In addition, after the second referral, parents may choose the option "Reverse Suspension." This is another research-based strategy to support students with behavioral problems and provides another way for them to stay in the classroom to receive direct instruction. Reverse Suspension allows the parent to spend a day at school with their child. Throughout the day, the parent will model and teach the expected behavior in the classroom, lunchroom, recess, and transitions. Cartersville Middle School will provide swift and consistent communication with all parents regarding the PBIS program and their students' progress with meeting the behavioral expectations.**

- **Expectation of Students:**
 - **Students will learn the CMS Canes Code and return signed copy of the parent letter acknowledging receipt of the Canes Code.**
 - **Students will practice expected behaviors.**
 - **Students will earn Canes Cash rewards based on their behaviors.**
 - **Students will learn and recite the Canes Code daily after the Pledge of Allegiance.**
 - **Students will be aware of the consequences of inappropriate behavior.**
 - **Students will be responsible for keeping, storing, and spending of Canes Cash. No cash will be replaced if lost, stolen, or left at home.**
- **Expectation of Teachers:**
 - **Teachers and staff will learn the Canes Code.**
 - **Teachers will teach the Canes Code to the students during the first two weeks of school. Send parent letter with the Canes Code home for parent signature.**
 - **Teachers and staff will join the class in reciting the Canes Code daily after the Pledge of Allegiance.**
 - **Teachers and staff will be aware of students following the Canes Code and reward students with Canes Cash. Canes Cash can be used to purchase admission to events, items/privileges offered on the reward menu, and rewards offered on the CMS Canes Cash Cart. Students are responsible for keeping their own Canes Cash. Teacher or staff will write the name of the student on the Canes Cash and sign immediately when given in pen/marker. Teachers may opt to provide suggestions or systems to help students store Canes Cash. No Canes Cash will be replaced if a student loses it or if it is stolen or left at home.**
 - **Teachers will follow the guidelines for Level I behaviors entering infractions. (Additional consequences based on classroom management plans may be used in addition to, but should not be used instead of).**
 - **Teachers will use Educator's Handbook to record infractions and referrals. Classroom infractions will be logged into Educator's Handbook under "classroom incidents" by the teachers. The fourth classroom infraction should be logged under "office referral." The log will provide information regarding incidences/consequences for Level I behaviors prior to the referral.**
 - **Team Forums will be a brief meeting held between the team teachers and any individual student who has received 3 infractions. This meeting will be held within 48 hours of the time the student receives the third infraction. Teachers will fill out a conference form during the Team Forum.**
- **Expectation of Administrators:**
 - **Administrators will be available and visible to teachers, staff members, and students will know that they are in full support of the PBIS program at Cartersville Middle School.**
 - **Assistant Principals will remain in offices located on the 6th and 7th grade wings of the school so that visibility will be maximized to the students and faculty throughout the day.**
 - **The student will be seen by an administrator within 24 hours of the time the referral is received (when possible).**

- CMS discipline plan will be followed as designed by the Discipline Committee. It has three levels which are as follows: Level Zero- Incidental Violations, Level One- Minor Violations, Level Two- Major Violations, and Level Three- Illegal Violations. All administrators and teachers will have a copy of the plan.
- The ultimate PBIS goal is to teach students the behavioral expectations so instructional time will be maximized by having students in class instead of ISS/OSS.

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
<p>School Culture Standard #1: Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment</p> <p>School Culture Standard #2: Establishes a culture of trust and respect that promotes positive interactions and a sense of community</p> <p>Professional Learning Standard #1: Aligns professional learning with needs identified through analysis of a variety of data</p>	<p>All teachers; Administrators; Instructional Lead Teachers; Counselors; Instructional Technology Specialist; Support staff; Office staff; Custodians; Cafeteria workers; parents; and students</p>	<ol style="list-style-type: none"> Select teachers will serve on the PBIS/Discipline committee to assist in designing a behavior program that meets the needs of the students and to analyze data throughout the 2018-2019 school year. Professional materials / texts may be purchased as needed. Faculty and staff will participate in continued PBIS training. Teachers will receive on-going training on how to develop an RTI behavior plan / chart that is individualized for a student who has chronic behavioral issues. Teachers will be trained on how to write an RTI plan for students who are at-risk for being referred to Ombudsman for chronic behavioral issues. Counselors will provide support and activities about behavior for students serving In-School-Suspension (ISS). 	<p>PowerSchool data reports</p> <p>Students receiving 4 infractions in a grading period</p> <p>Agendas and Sign-in Sheets</p> <p>RTI Folders</p> <p>ISS / OSS reports</p>	<p>School Leaders Demonstrate: Understanding PBIS and supporting the implementation of the PBIS program</p> <p>Teachers Demonstrate: Understanding PBIS and committing to being consistent with the implementation and guidelines of the PBIS program</p> <p>Students Demonstrate: Understanding PBIS and learning how to make good choices</p> <p>Parents Demonstrate: Understanding PBIS and supporting the school with the implementation of the PBIS program</p>	<p>End-of-the year (2018-2019) PowerSchool discipline report</p> <p>On-going monitoring of chronic behavioral students</p> <p>On-going monitoring of the consistency and commitment to the PBIS program</p> <p>Evidence of faculty and staff following the PBIS guidelines designed by the PBIS/Discipline committee</p> <p>Students can articulate what they need to do to receive positive reinforcement and rewards for good behavior</p>	<p>PBIS training for faculty and staff</p> <p>Supplies and materials needed to implement the PBIS program</p>

SMART GOAL #3 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

(Revision – February 27, 2019)

Cartersville Middle School will develop and enhance student engagement during the 2018-2019 school year:

- *Through immersing students in an interactive, technology-rich environment that supports classroom instruction and meets each individual student's personal, academic, and career goals by increasing the daily usage of instructional technology by 2% and by the support of the Instructional Technology Specialist and Instructional Lead Teachers designing activities where students are using different types of technology*
- *Student-centered instruction and engaging activities will be explored by all teachers*
- *Through increasing parent involvement with Cartersville Middle School's Family Engagement Nights, Hurricane Heroes, Sports Banquets, Academic Night of Excellence, and other parent involvement activities*

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
<p>Instructional Standard #6: Uses appropriate, current technology to enhance learning</p> <p>Instruction Standard #8: Establishes a learning environment that empowers students to actively monitor their own progress</p> <p>Leadership Standard #2: Initiates and manages change to improve staff performance and student learning</p> <p>Family & Community Engagement Standard #1: Creates an environment that welcomes, encourages, and connects family and community members to the school</p>	<p>All teachers; Administrators; Instructional Lead Teachers; Instructional Technology Specialist;</p> <p>All Family Members, including students</p>	<p>Technology-Rich Engaging Activities for Students</p> <ol style="list-style-type: none"> Teachers will participate in monthly technology professional development sessions led by the instructional technology specialist Instructional Technology Specialist modeling technology-rich engaging activities for students during instructional time Instructional Technology Specialist researching technology-rich engaging activities that support the standards CMS will update and fully implement a BYOD program Teachers will begin to intergrade STEAM projects and/or activities through all disciplines <p>Family Engagement</p> <ol style="list-style-type: none"> Teachers collaborating to create student-centered activities to support the standards being taught in each content area Teachers will attend Capturing Kids Hearts training during 2018-2019 school year <ol style="list-style-type: none"> Provide parent resources to increase student engagement / achievement Restructure and refine the Family Engagement Nights to involve all stakeholders by providing engaging activities 	<p>Sign-in Sheets</p> <p>Record of teachers who participate in the challenge</p> <p>Attending Tech Conferences</p> <p>Co-teaching sessions between classroom teacher and the Instructional Technology Specialist</p> <p>Lesson Plans; TKES: walkthroughs and observations</p> <p>Parent / Teacher Conference Sheets</p> <p>Student / Teacher Goal Setting Sheets</p> <p>Parent sign-in sheets for events hosted at CMS</p>	<p>School Leaders Demonstrate: Understanding the correlation between student engagement, student achievement, and discipline</p> <p>Teachers Demonstrate: Understanding the correlation between student engaged activities, student-centered instruction, student achievement, and discipline</p> <p>Students Demonstrate: Understanding how being engaged during instructional time has a direct correlation on their academic achievement, attitude, ownership in their learning and school, and attitude toward respecting others</p> <p>Parents Demonstrate: Understanding that family engagement impacts their child's engagement in learning and overall success in school</p>	<p>TKES walkthroughs</p> <p>TKES observations</p> <p>Lesson Plans</p>	<p>Technology needed to create a digital classroom environment</p> <p>Resources and materials needed to receive digital citizenship at CMS</p> <p>Materials and supplies needed to create student-centered activities</p> <p>Materials and supplies needed for Family Engagement Nights and other family events at CMS</p>

Professional Learning Plan to Support SWP

Professional Learning Strategy to Support Achievement of SMART Goals	Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/ Position Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
<p>Read Naturally Training (Goal 1)</p> <p>Reading Endorsement (Goal 1)</p> <p>Instructional Strategies for ELL students (Goal 1)</p> <p>Continued Professional Learning for ELA and math best instructional practices through RESA workshops, conferences, and trainings (Goal 1)</p>	<p>2018– 2019 school year</p> <p>WIDA Conference October 23- 26, 2018</p> <p>RESA trainings</p>	<p>Consolidated Funds</p>	<p>Michelle Gambill – Instructional Lead</p> <p>Randi Sonenshine – Instructional Lead</p> <p>Ashley Jackson – School Counselor</p> <p>Joycelyn Richards – School Counselor</p> <p>Ashley Chupp – Title III Specialist</p> <p>Heather Hayes – ESOL</p> <p>Felicia Guffey - ESOL</p>	<p>Ken MacKenzie</p> <p>Debra Malone</p> <p>Tharis Word</p> <p>Michelle Gambill</p> <p>Randi Sonenshine</p> <p>Felicia Guffey</p>	<p>Georgia Milestones Assessment Scores</p> <p>Reading Inventory (RI)</p> <p>Math Inventory (MI)</p> <p>Read Naturally</p> <p>USA Test Prep</p> <p>Educator’s Handbook</p>
<p>PBIS Training (Goal 2)</p>	<p>2018-2019 school year - ongoing</p>	<p>Consolidated Funds</p>	<p>Ken MacKenzie – Principal</p> <p>Debra Malone – Assistant Principal</p> <p>Tharis Word – Assistant Principal</p> <p>Ashely Jackson – Counselor</p> <p>Joycelyn Richards – Counselor</p>	<p>Ken MacKenzie</p> <p>Debra Malone</p> <p>Tharis Word</p> <p>Ashley Jackson</p> <p>Joycelyn Richards</p>	<p>PowerSchool Report – number of office referrals</p> <p>Number of students who receive 4 infractions</p> <p>Number of students who receive ISS/OSS</p> <p>Student Survey</p> <p>Teacher/Staff Survey</p>
<p>Technology Conferences (Goal 3)</p> <p>Technology Professional Development provided by Instructional Technology Specialist – Office 365 (Goal 3)</p> <p>Co-Teaching with classroom teacher and Instructional Technology Specialist (Goal 3)</p> <p>STEAM Training (Goal 3)</p>	<p>2018-2019 school year – ongoing</p>	<p>Consolidated Funds</p>	<p>Angela Jacobs – Instructional Technology</p> <p>Debra Malone – Assistant Principal</p> <p>Michelle Gambill – Instructional Lead</p> <p>Randi Sonenshine – Instructional Lead</p> <p>Sara Bright – SPED teach</p> <p>Lindsey Montgomery – 7th gr math teacher / School Governance Council</p> <p>Brad Burel – 8th Gr science teacher / 8th Grade Chair</p>	<p>Ken MacKenzie</p> <p>Debra Malone</p> <p>Tharis Word</p> <p>Angela Jacobs</p> <p>Michelle Gambill</p> <p>Randi Sonenshine</p>	<p>Georgia Milestones Assessment Scores</p> <p>Reading Inventory (RI) and Read Naturally</p> <p>Math Inventory (MI)</p> <p>USA Test Prep</p> <p>Lesson Plans</p> <p>PLC sign-in sheets</p> <p>PLC minutes</p>

Highly Qualified Staff

Revision on February 27, 2019

All courses are taught by highly qualified staff.

We provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. While we have no certification deficiencies at this time, we would provide a plan and support the acquisition of appropriate credentials in a timely fashion if those were to occur. Due to an enlarged population of gifted and accelerated students, our entire staff has received, or is working towards their gifted endorsement. We are currently aiding appropriate staff in their acquisition of the ESOL endorsement as well. The following is a list of strategies used to attract high-quality and highly qualified teachers to Cartersville Middle School:

- **Utilization of the Teach for Georgia resource provided by the Georgia Department of Education**
- **Providing new teacher orientation prior to the beginning of a new school year**
- **Providing an on-going new teacher induction program for new teachers with appropriate mentors**
- **Setting aside a specific time each week for members of grade levels to meet as a group for planning purposes**
- **Sending an administrative representative to regional job fairs**
- **Offering a competitive salary and benefits package**
- **Providing assistance from the administrative team, literacy coach, math coach, and school counselors**
- **Offering the online teacher application program**
- **Welcoming students in teaching colleges (Kennesaw State University, Brennau College, Berry College, Reinhardt University, and the University of Georgia) to come to CMS for field experiences, practicums, and student teaching.**
- **Hiring graduates of the Cartersville City School System**

Resources:

Georgia School Performance Standards – <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx>

Professional Learning Plan Template Guidelines - <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/Professional%20Learning/Learning%20Forward%20Professional%20Learning%20Plan%20Template.pdf>

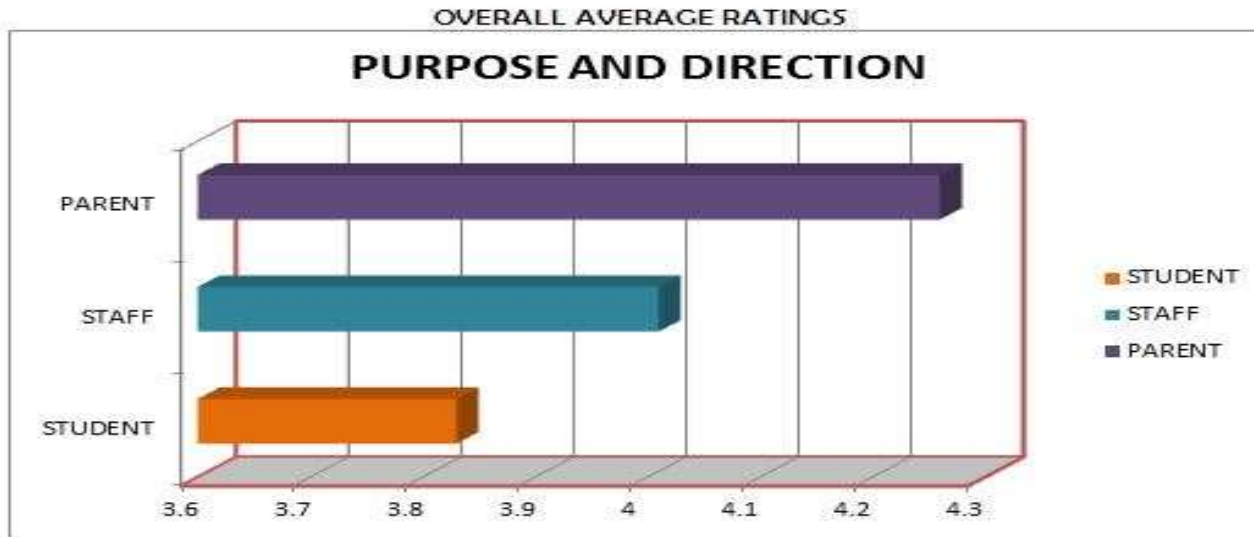
System for Effective School Instruction: <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/System%20for%20Effective%20School%20Instruction/System%20for%20Effective%20School%20Instruction.pdf>

QCIS (Indistar) - <http://www.indistar.org/>

Statewide Longitudinal Data System (SLDS) - <http://www.gadoe.org/Technology-Services/SLDS/Pages/SLDS.aspx>

GOAL #3 APPENDIX

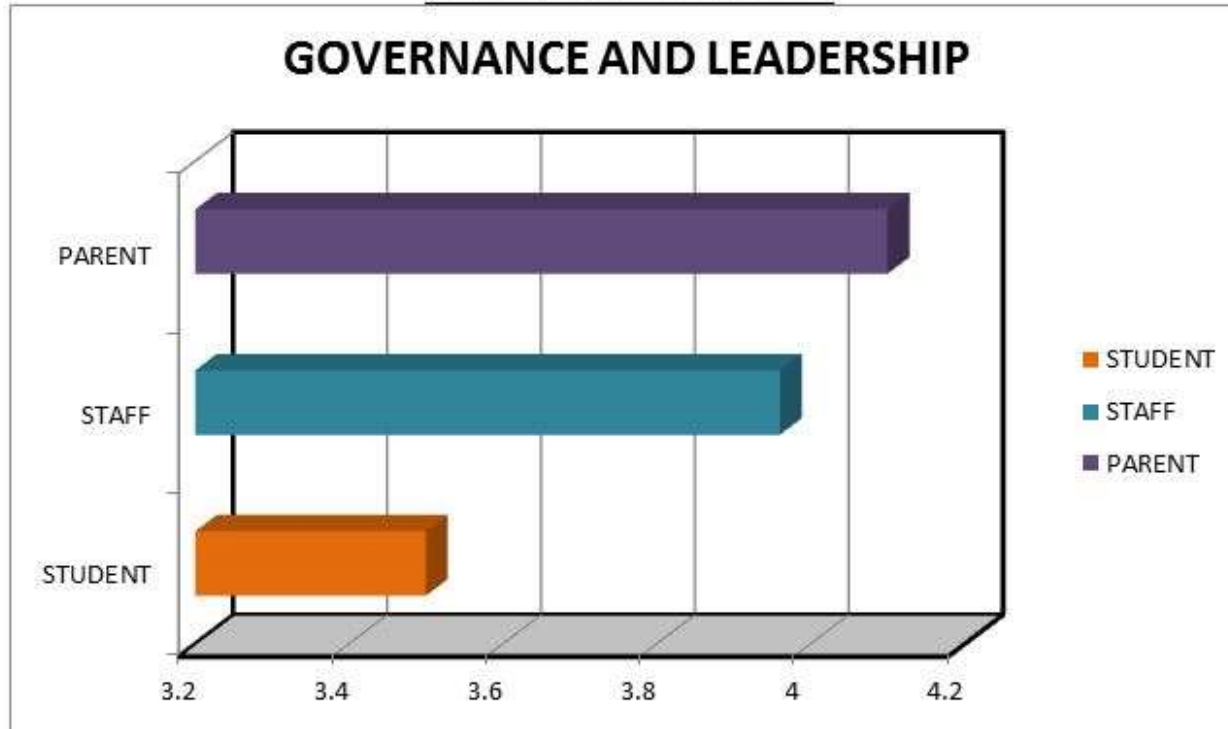
STAKEHOLDER FEEDBACK DIAGNOSTIC STANDARD 1



Cartersville Middle School (CMS) is committed to shared values and beliefs about teaching and learning and provides evidence through documentation and decision making. This commitment is regularly reflected in communication among leaders and staff during professional learning opportunities and faculty meetings. Challenging educational programs and equitable learning experiences are implemented through using a creative master schedule that cultivates student learning, thinking, and life skills necessary for success. CMS teachers are committed to providing instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. When analyzing the CMS AdvancED surveys to determine what stakeholders felt regarding CMS providing purpose and direction for the school, the parents' overall rating was 4.26, the overall average score for staff members was at 4.01, and the student's survey overall average score was at 3.83. The data indicates CMS parents and staff show a deviation of only .25, which clearly suggests that these stakeholders are in agreement that the school provides a clear purpose and direction. The highest ranked indicator from staff members was 1.3 at 3.80, which reads, "The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning." The results from the student survey indicate a deviation of .88 when compared to the parent surveys and a deviation of .18 when compared to the staff. The highest indicator for parents is 1.1, which states, CMS "engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success." CMS students also gave indicator 1.1 the highest rating for standard 1 at 4.03.

STAKEHOLDER FEEDBACK DIAGNOSTIC
STANDARD 2

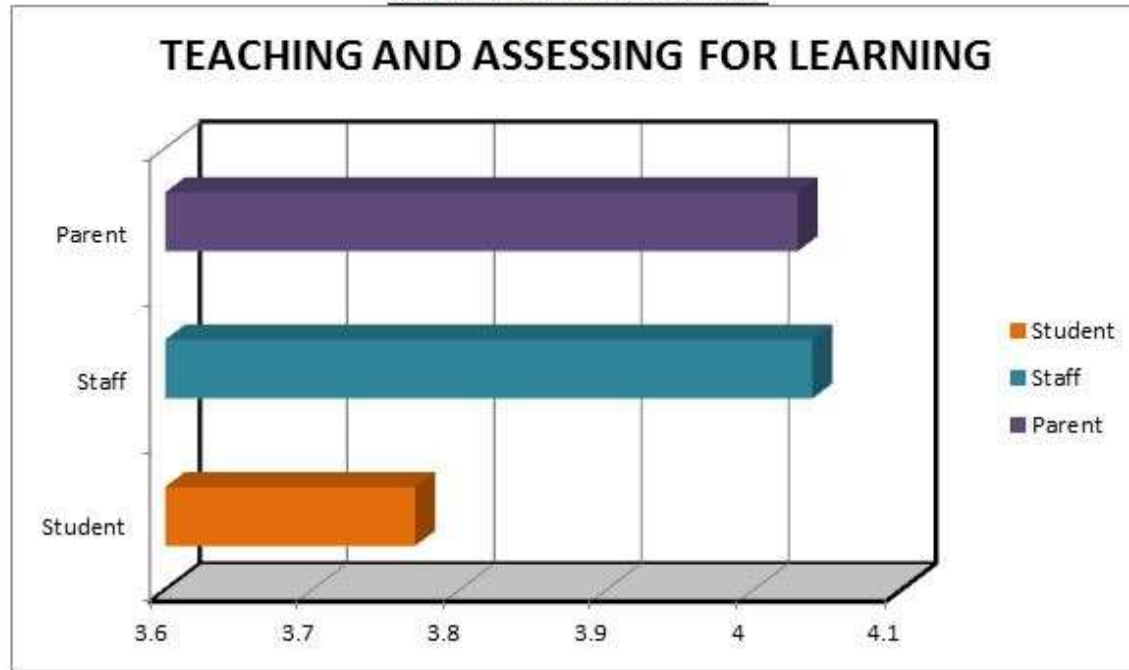
OVERALL AVERAGE RATINGS



Cartersville Middle School (CMS) consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. When reviewing the surveys, 3.96 of CMS staff members agreed with the indicators in standard 2 and 4.10 of the parents agreed. There is only a difference of .14 between staff and parents. CMS students, however, fall below other stakeholders at 3.5; a deviation of .46 when compared to CMS staff members and .6 when compared to parents.

**STAKEHOLDER FEEDBACK DIAGNOSTIC
STANDARD 3**

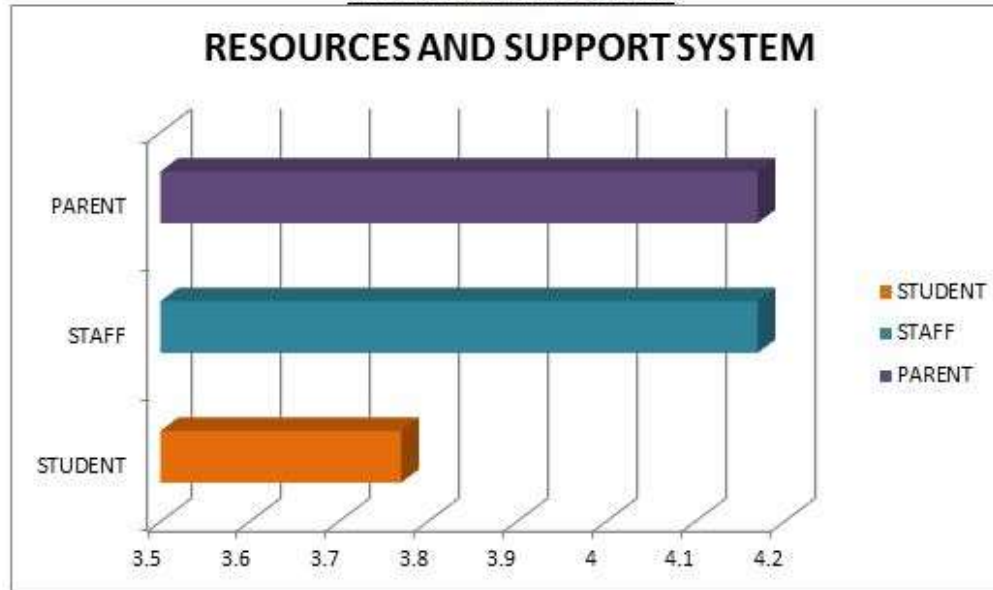
OVERALL AVERAGE RATINGS



The CMS curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success. The ELT period provides support for those struggling students, and the honors program and gifted resource classes provide a more rigorous study within all academic disciplines and in some exploratory and elective classes. The parents and staff were very close when looking at the overall ratings for standard 3, by showing only a .07 deviation between the two groups of stakeholders. The survey shows the parents at 4.11 and the staff at 4.04. According to the information from the surveys, the overall average results show a strong correlation regarding standards 1, 2, and 3 for both parents and staff members.

STAKEHOLDER FEEDBACK DIAGNOSTIC
STANDARD 4

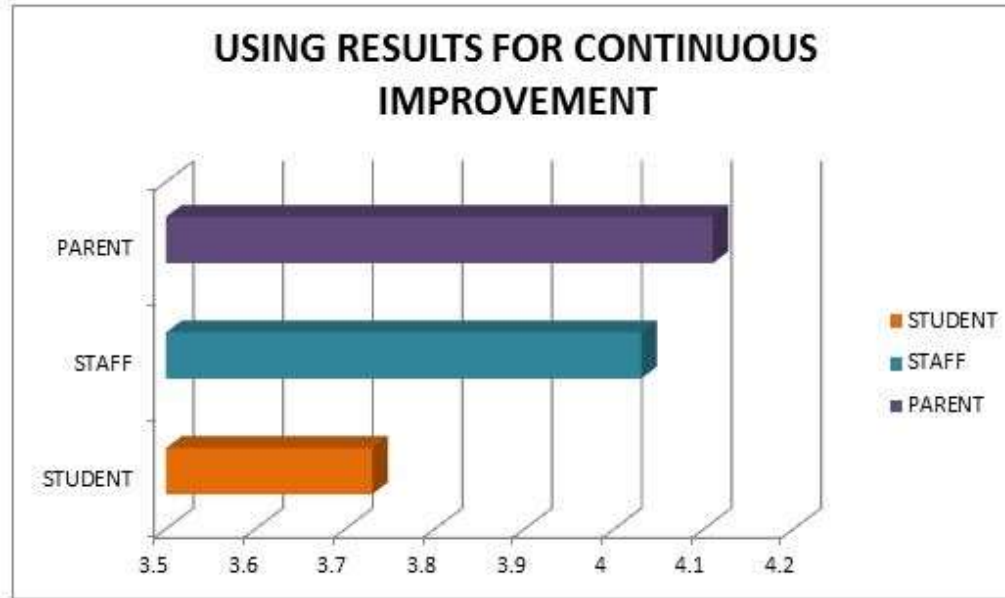
OVERALL AVERAGE RATINGS



The overall average when combining all stakeholder data calculates to be 4.04 out of a 5.00 likert scale. Cartersville Middle School (CMS) has qualified professional and support staff that fulfill the responsibilities of supporting and implementing the educational programs, which align with the school's purpose and direction. Currently, CMS has 64 certified staff members and 9 support personnel. In addition, CMS has two full-time counselors and one full-time nurse, who provide support services to meet the physical, social, and emotional needs of the student population being served.

STAKEHOLDER FEEDBACK DIAGNOSTIC
STANDARD 5

OVERALL AVERAGE RATINGS



Cartersville Middle School strives to provide leadership that monitors and communicates comprehensive information about student learning. The school implements programs and instructional strategies that support different learning styles. CMS continually works to provide conditions conducive for student learning, and focuses on the achievement of school improvement goals by continually revisiting the School Improvement Plan. The overall average for standard 5, after combining all stakeholder results, is 3.95 out of a 5.00 Likert scale. Parents rated standard 5 the highest of the stakeholders participating in the survey with an overall average of 4.11. The staff rated this standard at a 4.03 and the students rated this standard the lowest with a 3.73. The students have established a trend of being consistently lower than the other two stakeholder groups. The standard deviation between the parents and students on standard 5 is .38 and the standard deviation between the staff and students is .3.

Cartersville Middle School 2018-2019 Schedule

<u>Time</u>	<u>Segment</u>
8:15 – 8:30	Homeroom (8 th Period): Announcements, Attendance, Breakfast, Lockers
8:30 – 9:20	First Period
9:24 – 10:14	Second Period
10:18 – 11:08	Third Period
11:12 – 12:48	Fourth Period: CANES TIME (50), Lunch (30), Recess (16)
12:52 – 1:42	Fifth Period
1:46 – 2:36	Sixth Period
2:40 – 3:30	Seventh Period

CMS will implement a new schedule for the 2018-2019 school year. The school day will begin at 8:15 a.m. and conclude at 3:30 p.m. Canes Time has replaced Extra Learning Time (ELT). Canes Time will provide opportunities for all students based on their academic needs, with the hopes of improving student achievement. Students will be divided into groups based on GMAS scores and Lexile levels. The groups are as follows: Remedial Reading, Remedial Math, Support, and Enrichment. The Remedial Groups will offer instruction that seeks to close students' academic gaps and reinforce skills to help students become more successful. The Support classes will offer extra instruction so that students can master the grade level standards that are being taught in the classroom. Enrichment classes will be project based and will allow students to enhance their knowledge of educational standards through research and application. STEAM activities will be emphasized.