

Lowndes Middle School Improvement Plan
School Year 2017-2018

2017-2018 SCHOOL IMPROVEMENT PLAN	
Title I Schoolwide Program <input checked="" type="checkbox"/> Title I Targeted Assistance <input type="checkbox"/> Non-Title I School <input type="checkbox"/> (double click on box to add X)	
School Name: Lowndes Middle School	District Name: Lowndes County Schools
School Address: 2379 Copeland Rd, Valdosta, GA 31601	District Address: 1592 Norman Dr, Valdosta, GA 31601
School Phone #: 229-245-2280	District Phone #: 229-245-2250
School Email: billhaskin@lowndes.k12.ga.us	District Email: westaylor@lowndes.k12.ga.us
School Website: http://lms.lowndes.k12.ga.us	District Website: www.lowndes.k12.ga.us
Principal Name: Bill Haskin	School Year: 2017-2018
Principal's Signature: <i>Bill Haskin</i>	Date: July 31, 2017
Title I Director's Signature:	Date:
Superintendent's Signature:	Date:

Lowndes Middle School Improvement Plan
School Year 2017-2018

Planning Team

NAME	POSITION/ROLE
Bill Haskin	Principal
Jackie Crawford	Assistant Principal
Candice Broome	Assistant Principal
Melanie Sainz	Instructional Coach
Quita Jones	Counselor
John Chick	Counselor
Maria Staley	Special Education Teacher
Lisa Fletcher	6 th Science Teacher
Amie Brasher	6 th Math Teacher
Amy Cozart	6 th ELA Teacher
Jasmine Adkins	6 th Science Teacher
Teresa Jeffords	7 th ELA Teacher
Kelli Voss	7 th Science Teacher
Russell Jackson	7 th Math Teacher
Scott Wildes	8 th Math Teacher
Amanda Hiers	8 th ELA Teacher
Terri Hundley	8 th Social Studies Teacher
Al Earp	Connections Teacher
Leigh Grantham	Media Specialist
Cyndi Harrell	Gifted Teacher
Cheryl Beall-Haskin	Special Education Coordinator

Lowndes Middle School Improvement Plan
School Year 2017-2018

Goal 1: Lowndes Middle School will improve academic achievement at the domain level in all content areas through effective student and staff engagement

Actions, Strategies, Interventions, Programs, and Initiatives	Timeline	Resources, Estimated Costs, Funding Sources	Person(s) Responsible	Key Metrics to Impact/Monitor
<p>1.1 Percentage of students achieving a Lexile measure equal to or greater than their grade-specific stretch-band will increase by 5% (See Tables A and B)</p> <p>Use Media Center sponsored Reading events; PLCs; Guest Readers; Reading across the curriculum; Self-tracking of lexile in Student Agenda Books; New Failure Free Reading for SWD; New Reading Intervention Support Class; other reading interaction software</p>	<p>2017-2018</p>	<ul style="list-style-type: none"> -Lexile website/lexile.com (to located level text) -PLCs on understanding and utilizing Lexile scores across content areas -Tradebooks/leveled Readers -Ebooks -Audiobooks -Read Alouds -Utilization of iPads and Chromebooks -Newsela (Pro) -Interactive notebooks -Lexile-leveled databases for research -Destiny Discover database -Google Research tool -Galileo Lexile leveled databases Ebscohost -SIRS Discoverer -Readwords.org -Failure Free Reading -STAR -iReady -Reading Intervention Class -Mobymax -Title 1 Resources 	<p>Administrators Instructional Coach Media Specialist Teachers Students Parents</p>	<ul style="list-style-type: none"> -STAR Data (Student Growth Report/Lexile Measure Column) -Provide students with digital and online resources that support increasing Lexile scores -SLDS -Performance Matters -Failure Free Reading Data Analysis -iReady Data Analysis -Customized student agenda book creating student awareness of Lexile and allowing students to self-monitor progress

Lowndes Middle School Improvement Plan
School Year 2017-2018

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<p>1.2 6th grade will improve Math performance by:</p> <ul style="list-style-type: none"> • Increasing the percentage of students performing at level 2 and 3 on the Numbers System domain from 49.6% to 59.6% • Increasing the percentage of student performing at level 2 and 3 on the Ratios and Proportional Relationships domain from 39.4% to 50% (See Table C) <p>Improving Math benchmark tests to better prepare students for GMAS and standardized testing; New Math Intervention Support Class; iReady; Before/After School tutoring program; Standard, domain, and question specific feedback on benchmark assessments</p>	2017-2018	-Increase in Chromebook access to a 1-to-1 ratio -Study Island -Disaggregated data -Brain Pop -MobyMax -iXL Math -Math manipulatives -Kuta Software -iReady -Quizlet -RESA Training -Digital and on-line resources that support Math -Title 1 Resources -Intervention-based Math Teacher and Parapro	Administrators Instructional Coach Teachers Students Parents	-SLDS, Performance Matters -Data-driven team meetings for PLC's, RtI, and PBIS -iReady Data Analysis -Mid-year performance targets to track progress

Lowndes Middle School Improvement Plan
School Year 2017-2018

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<p>1.3 7th grade will improve ELA performance by:</p> <ul style="list-style-type: none"> • Increasing the percentage of students performing at level 2 and 3 on the Writing and Language domain from 37% to 57% • Increasing the percentage of students performing a level 2 and 3 on the Reading and Vocabulary domain from 36% to 56% (See Table D) <p>Improve performance in both domains by 20%; Improving ELA benchmark tests to better prepare students for GMAS and standardized testing; iReady; Before/After School tutoring program; Standard, domain, and question specific feedback on benchmark assessments; Defining vocabulary in context; Utilization of more nonfiction versus fiction text; Cross-curricula writing</p>	2017-2018	<ul style="list-style-type: none"> -PLC focus on domain specific performance -Utilization of iPads and Chromebooks -MyPath Newsela (Pro) -Interactive notebooks -Destiny Discover database -Google Research tool -Galileo Lexile leveled databases Ebscohost -SIRS Discoverer -Readwords.org -STAR -iReady -Study Island -Flocabulary -Vocabulary.com -Quizlet -Writing across the curriculum -Use of DBQ's -RESA Training -Digital and online resources that support writing -Title 1 Resources -Intervention based Reading Teacher and parapro 	Administrators Instructional Coach Teachers Students Parents	<ul style="list-style-type: none"> -Provide students with digital and online resources that support increasing Writing and Language scores - Provide students with digital and online resources that support increasing Reading and Vocabulary scores -SLDS -Performance Matters -iReady Data Analysis -Mid-year performance targets to track progress

Lowndes Middle School Improvement Plan
School Year 2017-2018

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<p>1.4 7th grade will improve Math performance by:</p> <ul style="list-style-type: none"> • Increasing the percentage of students performing at level 2 and 3 on the Geometry domain from 42% to 57% • Increasing the percentage of students performing at level 2 and 3 on the Ratios and Proportional Relationships domain from 48% to 58% (See Table E) <p>Improving Math benchmark tests to better prepare students for GMAS and standardized testing; New Math Intervention Support Class; iReady; Before/After School tutoring program; Standard, domain, and question specific feedback on benchmark assessments</p>	2017-2018	-Increase in Chromebook and electronic access devices -Study Island -Disaggregated data -Brain Pop -MobyMax -iXL Math -Math manipulatives -Kuta Software -iReady -Quizlet -RESA Training -Digital and on-line resources that support Math -Title 1 Resources -Intervention based Math Teacher and parapro	Administrators Instructional Coach Teachers Students Parents	-SLDS, Performance Matters -Data-driven team meetings for PLC's, RtI, and PBIS -iReady Data Analysis -Mid-year performance targets to track progress

Lowndes Middle School Improvement Plan
School Year 2017-2018

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<p>1.5 8th grade will improve Social Studies performance by: (See Table F)</p> <ul style="list-style-type: none"> • Increasing the percentage of students performing at level 2 and 3 on the Economics domain from 41% to 56% • Increasing the percentage of students performing at level 2 and 3 on the Government/Civics domain from 46% to 60% • Increasing the percentage of students performing at level 2 and 3 on the Geography domain from 51% to 71% • Increasing the percentage of students performing at level 2 and 3 on the History domain from 40% to 50% <p>Improving Georgia Studies benchmark tests to better prepare students for GMAS and standardized testing; Before/After school tutoring program; Standard, domain, and question specific feedback on benchmark assessments; PLC focus</p>	2017-2018	<ul style="list-style-type: none"> -Increase in Chromebook and electronic access devices -Study Island -Disaggregated data -Quizlet -RESA Training -Digital and on-line resources that support Georgia Studies -Title 1 Resources -CNN10 -Newsela -Use of DBQ's -Flocabulary 	Administrators Instructional Coach Teachers Students Parents	<ul style="list-style-type: none"> -SLDS, Performance Matters -Data-driven team meetings for PLC's, RtI, and PBIS -Mid-year performance targets to track progress

Lowndes Middle School Improvement Plan
School Year 2017-2018

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<p>1.6 Improve student writing performance on the GMAS in all grades by:</p> <ul style="list-style-type: none"> • Improving the percentage of 6th grade students scoring at level 2,3, and 4 on the Narrative Writing Response by 20% (See Table G) • Improve the percentage of 7th grade students scoring at level 2,3 and 4 on the Extended Writing Task by 20% (See Tables H and I) • Improve the percentage of 8th grade students scoring at level 2,3, and 4 on the Extended Writing Task by 10% (See Tables J and K) <p>Guided writing/Writing Journals; provide students with digital and online resources that support writing; Cross-curricula writing; PLCs; writing conferences; test-taking strategies for writing</p>	2017-2018	<ul style="list-style-type: none"> -Increase in Chromebook and electronic access devices -Google Classroom -Grade level Writing Rubrics (Georgia Milestones Scoring) -Business Computer Connections -Use of DBQ's -RESA Training -Before/After School Tutoring -Substitutes for release time -Title 1 Resources -Intervention based ELA Teacher and Parapro -Newella -Assesslets 	Administrators Instructional Coach Media Specialist Teachers Students Parents	<ul style="list-style-type: none"> -Guided Writing/Writing Journals -Writing support with research and correctly citing sources -Cross curricula writing -Performance Matters -Graded student work samples with attached rubric
<p>1.7 Increase the percentage of students with disabilities (SWD) who score at Developing Learner and above on the Georgia Milestones to exceed RESA and State Averages in all content areas</p> <p>SPED Content Specialists able to focus on specific content performance data; Helping SWD students learn to read using Failure Free Reading; Creative scheduling; PLC's; Vertical Teaming</p>	2017-2018	<ul style="list-style-type: none"> -Failure Free Reading -RESA Training -Substitutes for release time -Creative Scheduling -Content specific PLCs -Vertical SPED planning -MobyMax -FrontRowEd -Title 1 Resources 	Administrators Instructional Coach Special Education Coordinator Special Education Teachers Supplemental Aids Students Parents	<ul style="list-style-type: none"> -Performance Matters assessment data aggregation and progress monitoring -Attendance rosters Data Reports from MobyMax, FrontRowEd, and Failure Free Reading -Student Growth Targets

Lowndes Middle School Improvement Plan
School Year 2017-2018

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<p>1.8 Improve student learning and growth through the use of Class Size Reduction Teachers</p> <p>Reduce the student to teacher ration through the use of class-size reduction teachers at each grade level. Smaller class sizes allow for flexibility in lesson designs and greater access for students to avail themselves to the technology resources that are provided</p>	2017-2018	<ul style="list-style-type: none"> -Funding for five class-size reduction (CSR) teachers -Title 1 	Administrators Instructional Coach Title 1 Coordinator	<ul style="list-style-type: none"> -Assess effectiveness through TKES -Ensure CSR are implementing the small group instruction strategies with designs -Evaluators should be able to observe teachers demonstrate 50% of class time
<p>1.9 Increase and improve content-specific PLC's with fidelity</p> <p>Content-specific PLC's will meet every Tuesday; Instructional Coach and Administration involvement in all PLC's; Thursday PL's attended with fidelity; PLC's will be data driven</p>	2017-2018	<ul style="list-style-type: none"> -RESA based Training -PLC planning and guidance resources -Substitutes for releasing teachers for vertical planning -PL Funds to attend professional learning opportunities 	Administrators Instructional Coach Teachers	<ul style="list-style-type: none"> -Meeting minutes and agendas -Performance Matters Data -SLDS, GMAS, Observation Data -Evaluations -Common Assessments
<p>1.10 Provide a Before or After School Tutoring Program focused on improving academic achievement</p> <p>3 to 4 days per week; focus on improving academic achievement for students in the lowest quartile; students in RtI for academics; provided guided time for homework, academic remediation and enrichment</p>	2017-2018	<ul style="list-style-type: none"> -Extended Day Pay for staff, transportation, possible nutrition staff -Federal Grant -Title 1 -Tutoring resources -Tutoring supplies 	Administrators Instructional Coach Teachers Parents Students	<ul style="list-style-type: none"> -GMAS data -Performance Matters Data -SLDS -iReady, and Failure Free Reading Data -RtI data

Monitoring Notes on Goal 1:

*Lowndes Middle School Improvement Plan
School Year 2017-2018*

Goal 2: Lowndes Middle School will improve student safety, attendance, and stakeholder engagement

Actions, Strategies, Interventions, Programs, and Initiatives	Timeline	Resources, Estimated Costs, Funding Sources	Person(s) Responsible	Key Metrics to Monitor
<p>2.1 Improve student attendance to meet the state CCRPI benchmark</p> <p>Restructure the tracking and intervention of student attendance; Attendance incentives through PBIS; Regular Parent Communication</p>	2017-2018	<ul style="list-style-type: none"> -PBIS Incentives -Increased Counselor and SRO involvement -Documented follow-up by counselors and administrators -Counselor driven classroom guidance on the results of excessive absences -Remind 101 App -School Messenger emails and callouts 	Administrators Counselors SRO Teachers Students Parents	<ul style="list-style-type: none"> -Monthly tracking of student attendance -Use of Contact Log in Infinite Campus -Teacher-Parent contact on every absence -PBIS Rewards Tracking System -SRO Intervention Rates -Attendance Record
<p>2.2 Improve overall school safety as measured in the Climate section of the CCRPI</p> <p>PBIS lesson plans and Expectations Matrix; PBIS Rewards; Careful analysis of the PBIS SWIS data; Assertive Discipline and Teacher Involvement; Counselor driven classroom guidance on behavior; Strictly control student movement around the campus at all times</p>	2017-2018	<ul style="list-style-type: none"> -Add additional security cameras between 7th grade and Connections -Tint front foyer windows -Install remote controlled lock from foyer to front office -PBIS Rewards Scanning System -Videos modeling ready, respectful, and responsible behavior -Counselor resources -PBIS incentives 	Administrators Counselors SRO PBIS Team Teachers Students Parents	<ul style="list-style-type: none"> -Quarterly tracking and analysis of SWIS Data -PBIS Rewards Tracking System -Student and teacher surveys -SWIS Data Reports -PBIS Data Team meeting minutes -CCRPI School Climate Survey Data -Title 1 Parent Survey Feedback

Lowndes Middle School Improvement Plan
School Year 2017-2018

Actions, Strategies, Interventions, Programs, and Initiatives	Timeline	Resources, Estimated Costs, Funding Sources	Person(s) Responsible	Key Metrics to Monitor
<p>2.3 Improve stakeholder engagement by having 10 or more family-friendly school events</p> <p>Recruit family participation and engagement during Orientation and Open House; Regular communication through LMS Webpage, LMS on Facebook, and School Messenger; Quarterly Open House events; Morning Parent Drive-Thru activities; CPIE Appreciation Breakfasts; Involve Board members in after school events and meetings</p>	2017-2018	<ul style="list-style-type: none"> -LMS website, LMS on Facebook -Remind 101 -Messenger emails and call-outs -Parent Portal -Food for events -Title 1 Family Action and Community Engage Team involvement -Principal's Student Advisory Council feedback 	<ul style="list-style-type: none"> Administrators Counselors Teachers Students Parents Media Specialist Title 1 Parent Coordinator Student Advisory Council CPIE Coordinator 	<ul style="list-style-type: none"> -Sign in sheets -Infinite Campus -Title Parent Survey Feedback -Event Evaluation and Feedback -CPIE Feedback and participation

Monitoring Notes Goal 2:

New Template:

- **New cover page with additional info and a way to mark the Title I program type**
- **The addition of the school mascot and school motto**
- **A place for listing the School leadership team and positions on the second page**
- **New header**
- **New footer**
- **One inch margins with all tables centered**
- **Arial Narrow font throughout**
- **Some editing of column titles**
- **Professional Learning should be included in column 1 -- not a separate column.**
- **School Keys strands column is deleted. (The Keys are under revision again.)**
- **SMART Goals are numbered. (See front page.)**
- **Column 1 Actions are coded to the SMART Goals with 1.1, 1.2 -- with hanging indents. (See page 3.)**
- **Column 1 Actions/Strategies should start with a verb.**
- **Space provided at the end of each SMART Goal for periodic monitoring notes.**

*Lowndes Middle School Improvement Plan
School Year 2017-2018*

Table A: Mid-Year Lexile Reader Measures and End-of-Year “Stretch” Text Measures:

Grade	Reader Measures, Mid Year 25th percentile to 75th percentile	“Stretch”Text Measures 25th percentile to 75th percentile
6	665L to 1000L	925L to 1070L
7	735L to 1065L	970L to 1120L
8	805L to 1100L	1010L to 1185L

- Column 1 shows grade
- Column 2 shows the range of Lexiles in which the middle 50% of readers fall at a grade level. 25% of students fall belows this range and 25% above.
- Column 3 shows the “stretch” text measures and represents the demand of text that students should be reading to be college and career ready by the end of grade 12.

Table B: Percentage of Grade Level Students Achieving at or above the Grade Level Lexile Stretch Band:

	2015	2016	2017	2018	2019	2020	2021
Target	60.3%	63.6%	66.9%	70.2%	73.5%	76.8%	80.1%
6th Grade Actual	68%	54%	62%	%	%	%	%
7th Grade Actual	72%	81%	70%				
8th Grade Actual	72%	77%	87%				

Lowndes Middle School Improvement Plan
School Year 2017-2018

Table C: 6th Grade Math domain performance levels:

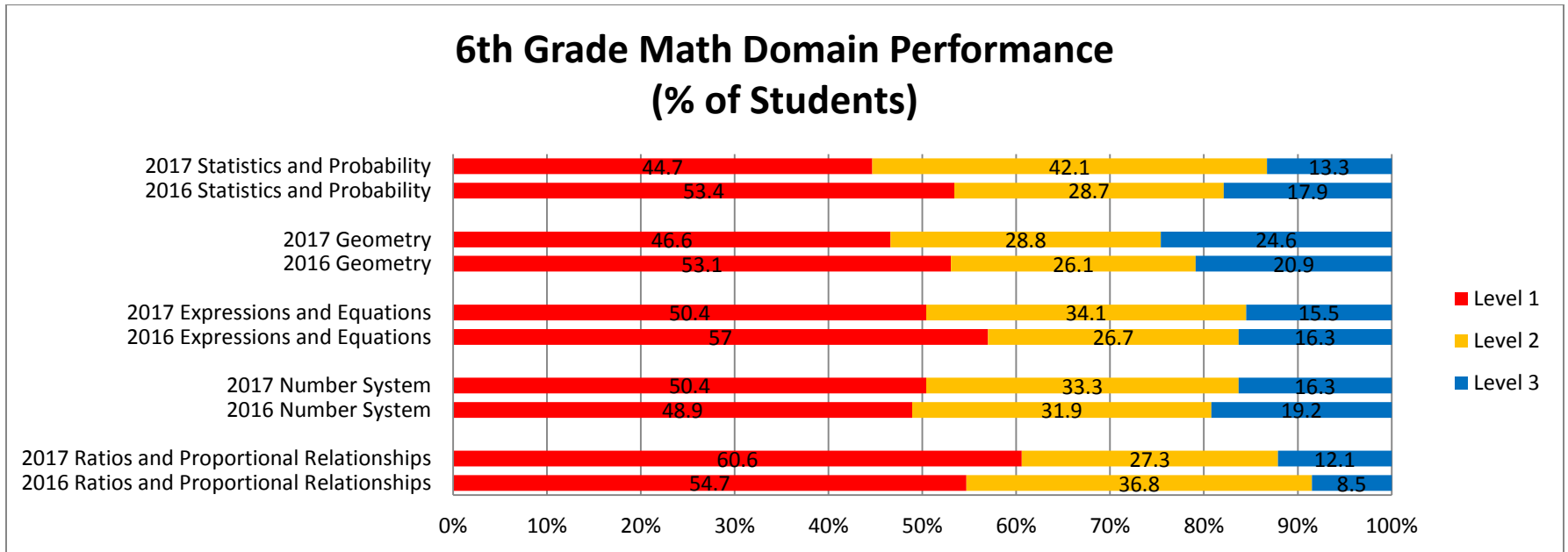
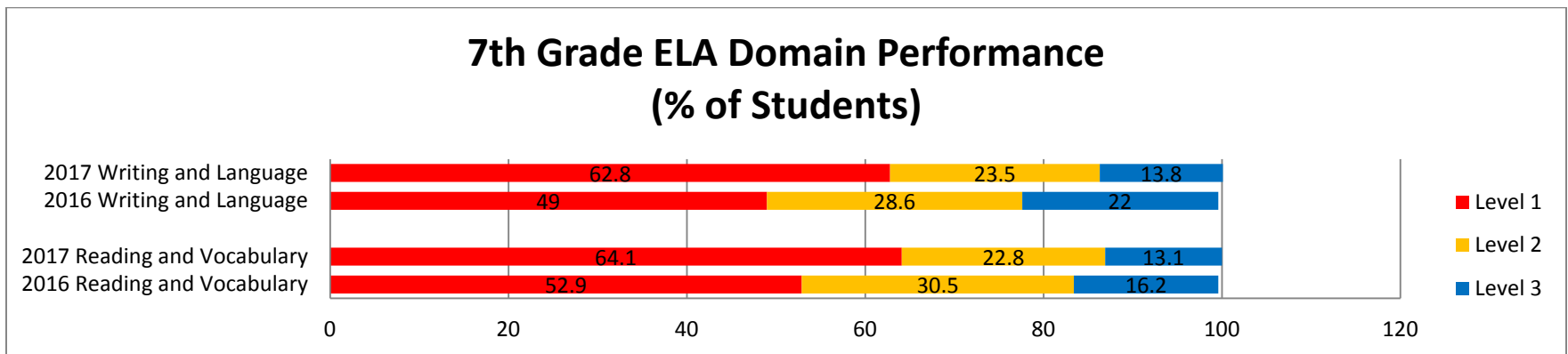
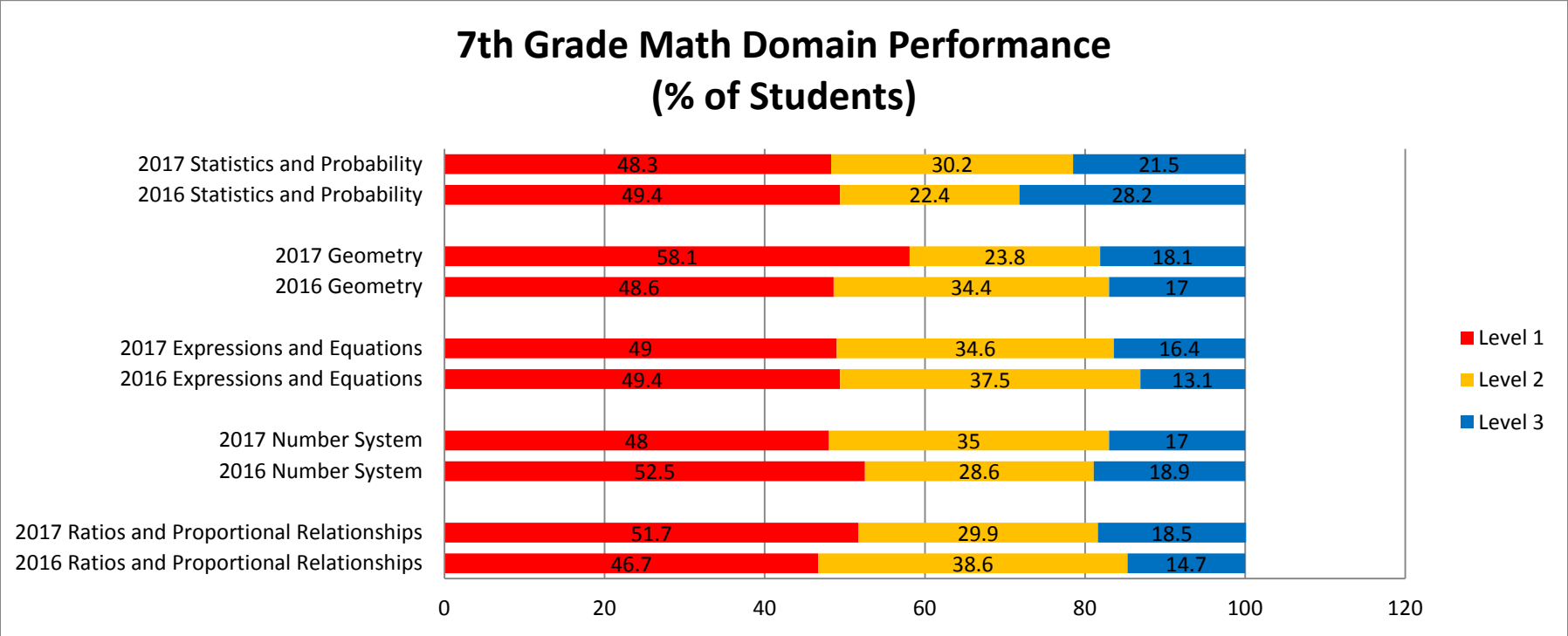


Table D: 7th Grade ELA domain performance levels:



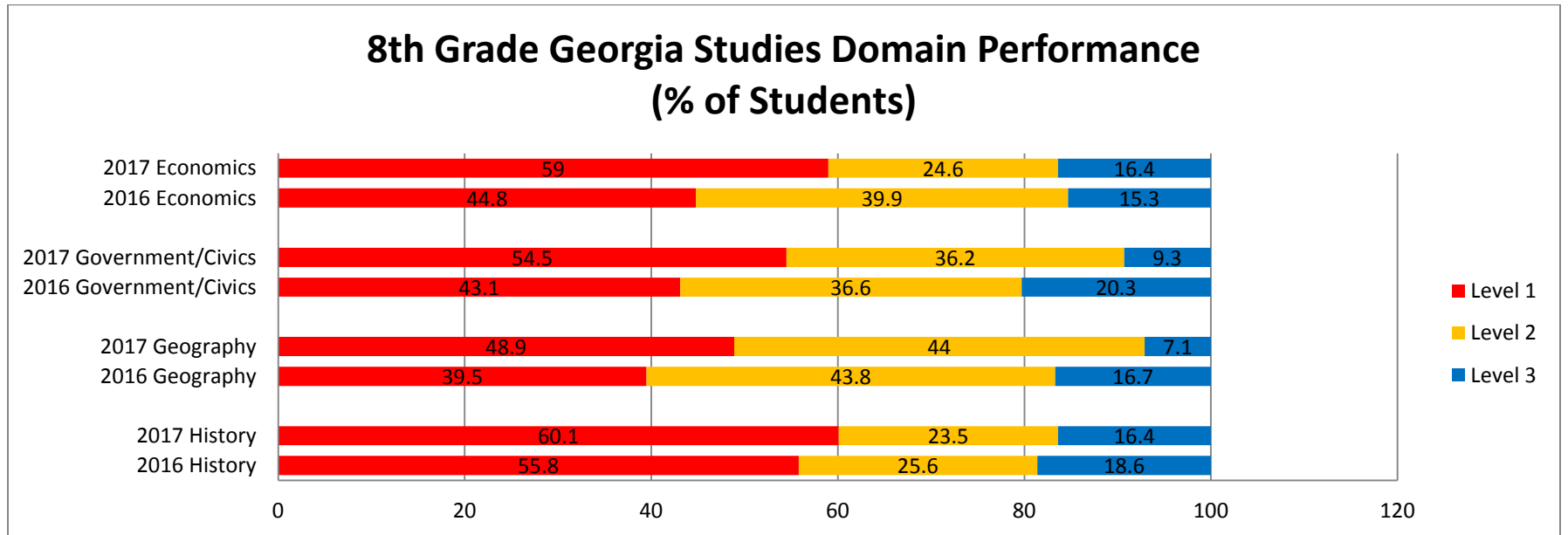
Lowndes Middle School Improvement Plan
School Year 2017-2018

Table E: 7th Grade Math domain performance levels:



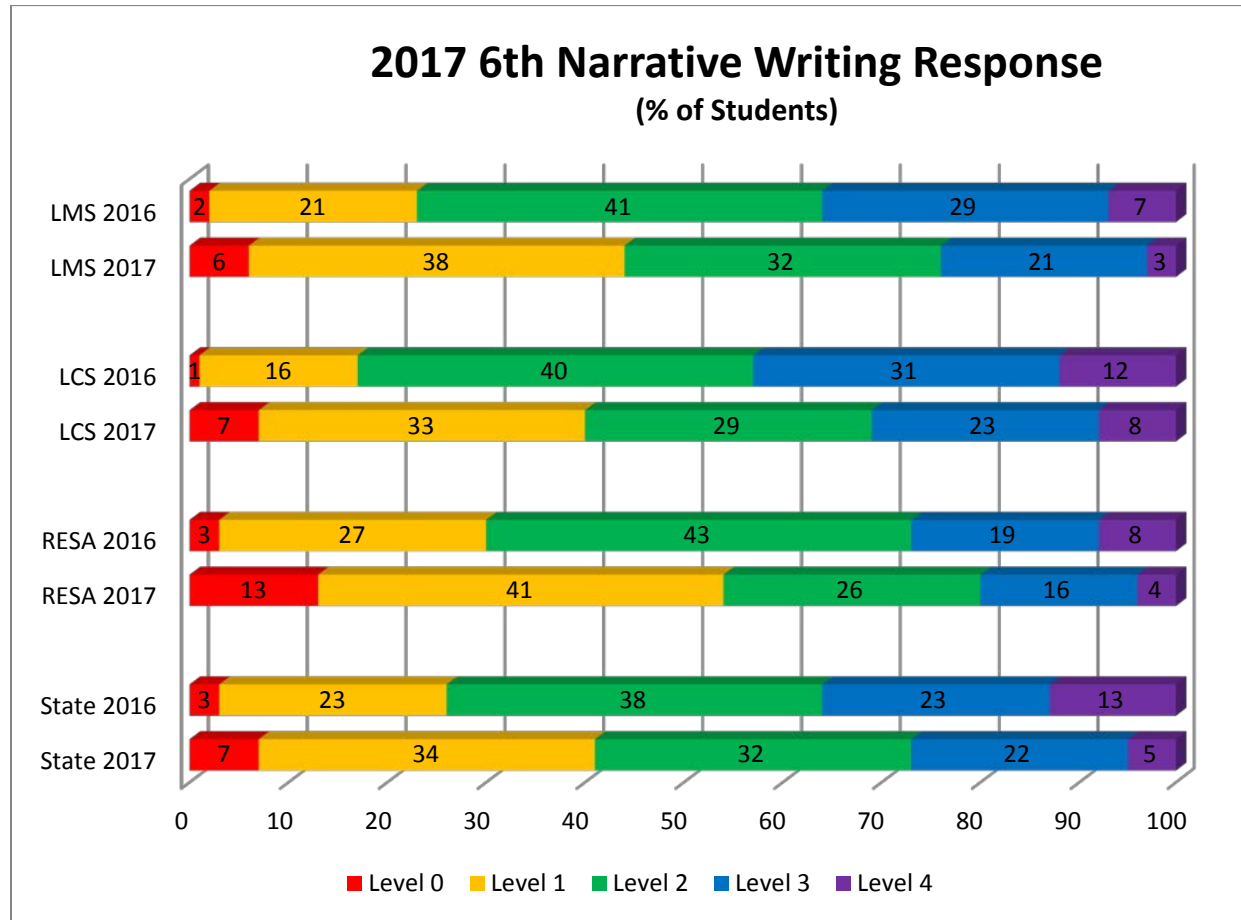
*Lowndes Middle School Improvement Plan
School Year 2017-2018*

Table F: 8th Grade Georgia Studies domain performance levels:



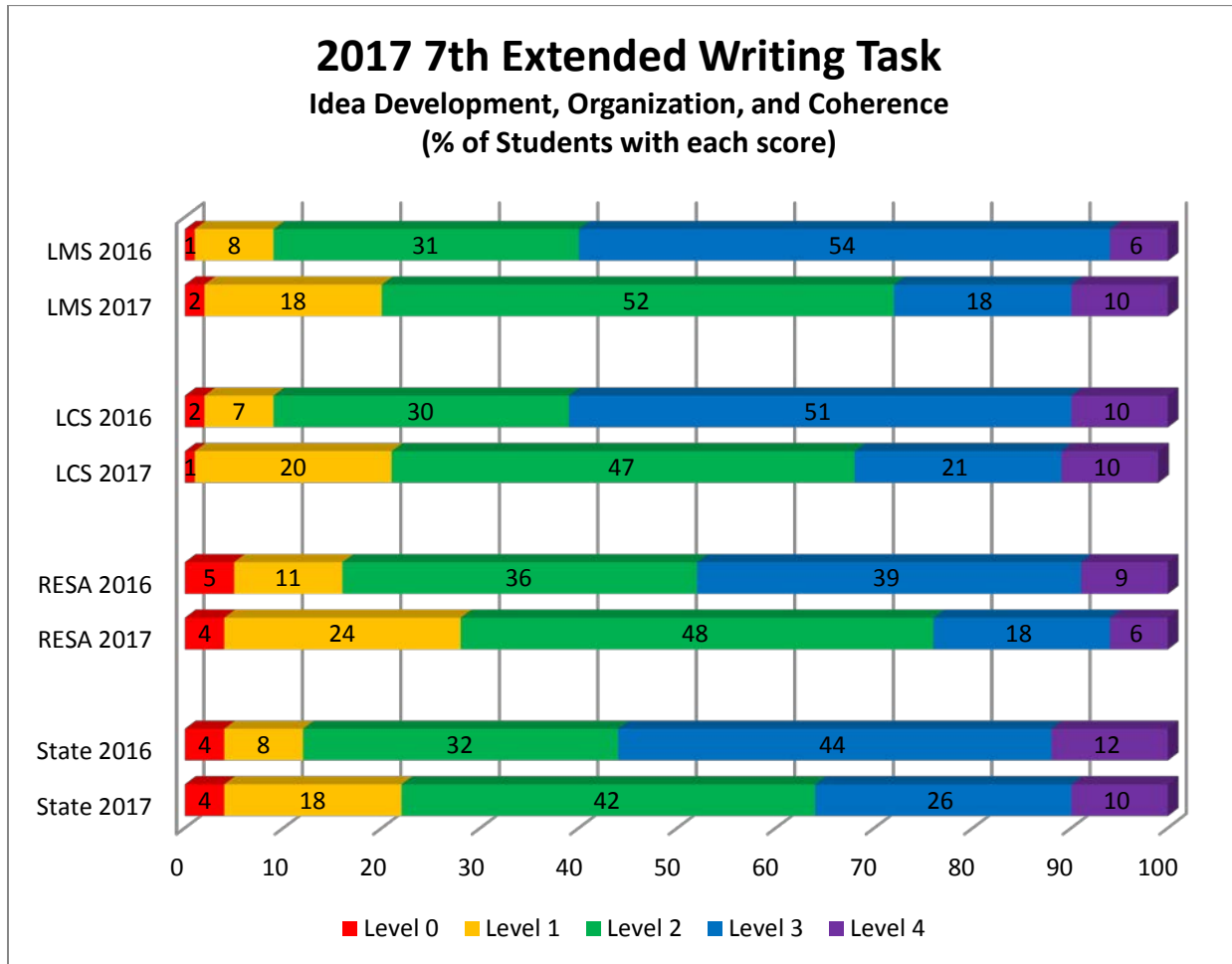
Lowndes Middle School Improvement Plan
School Year 2017-2018

Table G: 6th Grade Narrative Writing Response GMAS Performance



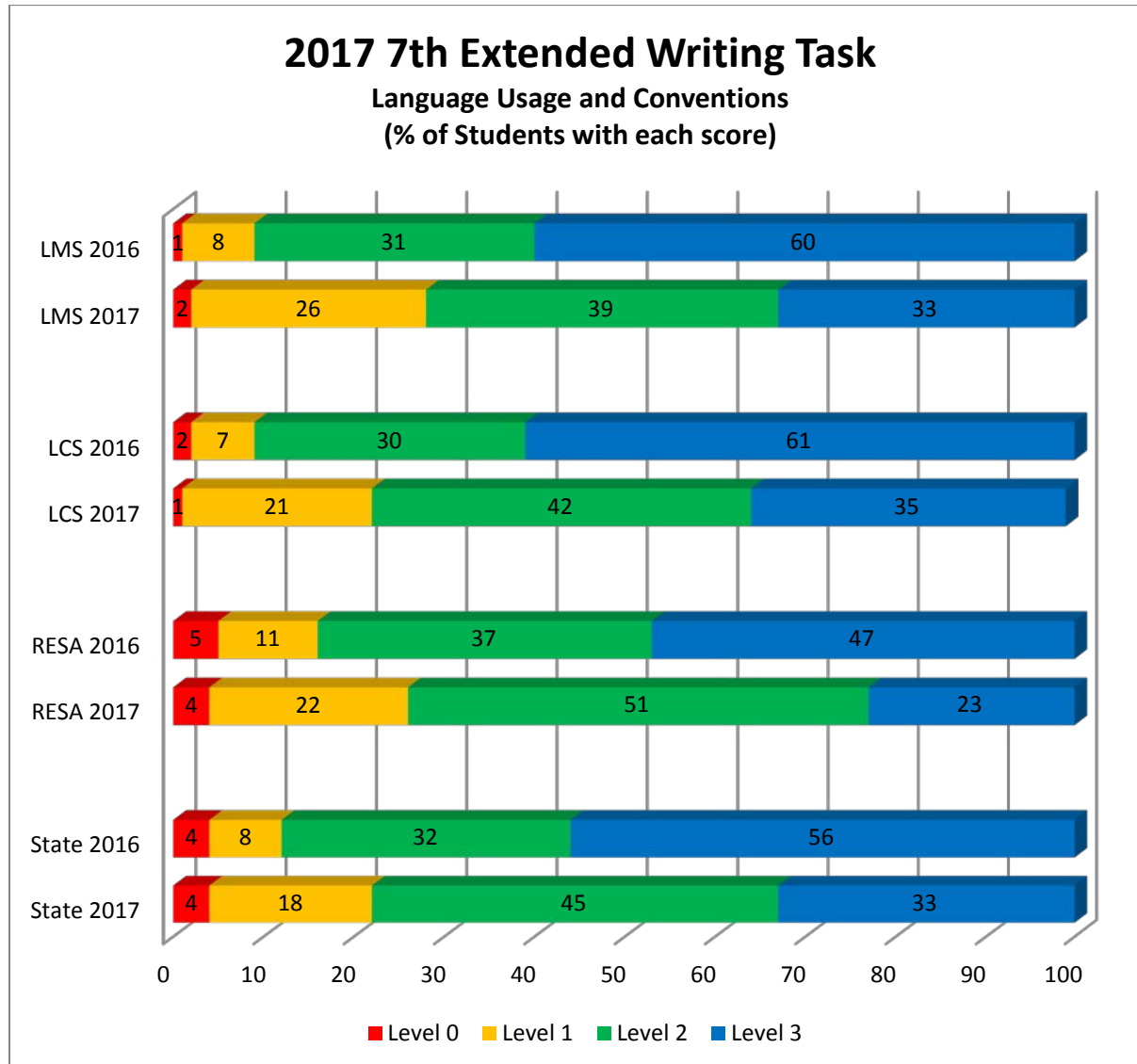
Lowndes Middle School Improvement Plan
School Year 2017-2018

Table H: 7th Grade Extended Writing Task (Idea Development, Organization, and Coherence) GMAS Performance



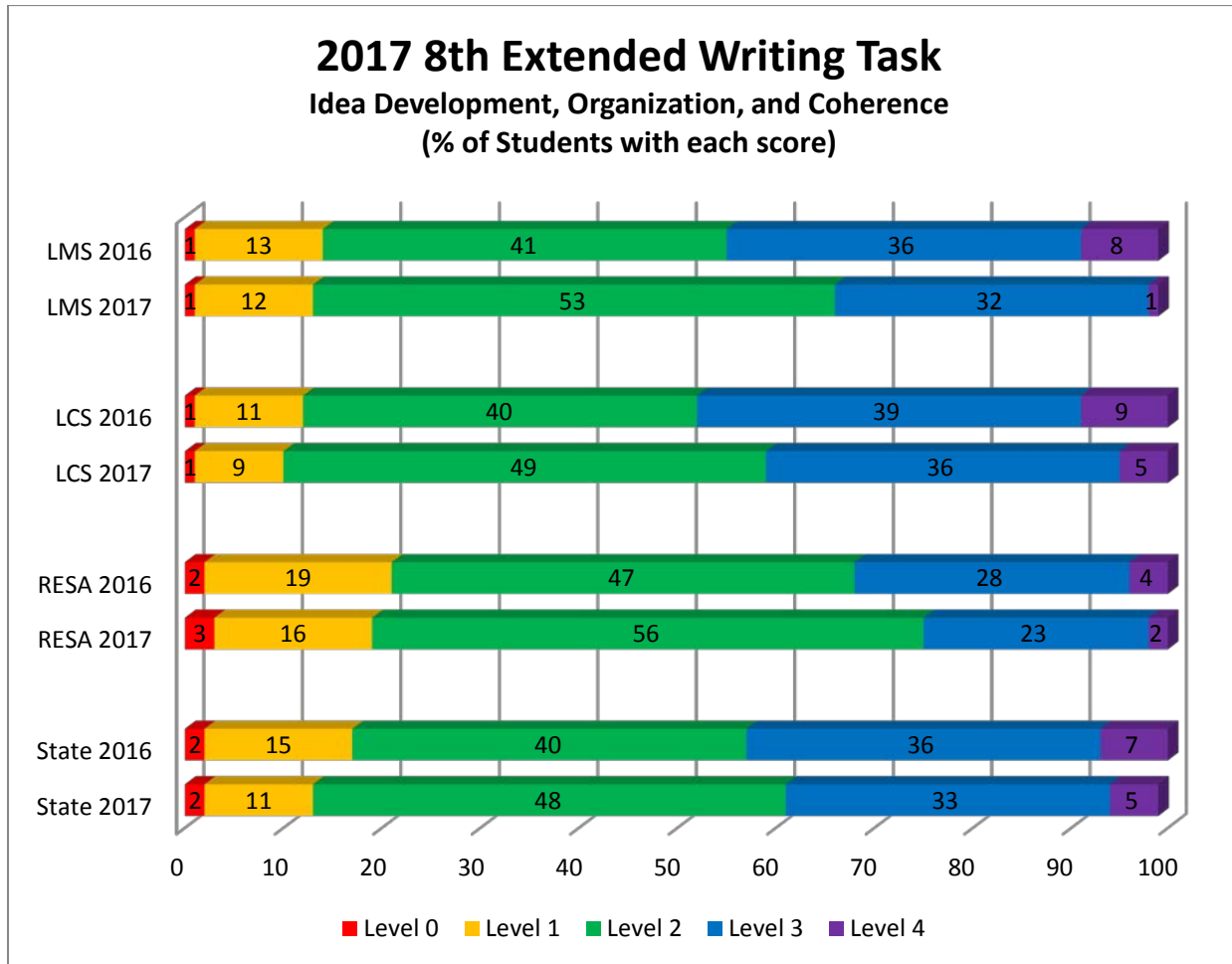
*Lowndes Middle School Improvement Plan
School Year 2017-2018*

Table I: 7th Grade Extended Writing Task (Language Usage and Conventions) GMAS Performance



Lowndes Middle School Improvement Plan
School Year 2017-2018

Table J: 8th Grade Extended Writing Task (Idea Development, Organization, and Coherence) GMAS Performance



Lowndes Middle School Improvement Plan
School Year 2017-2018

Table K: 8th Grade Extended Writing Task (Language Usage and Conventions) GMAS Performance

