

WASHINGTON COUNTY SCHOOL SYSTEM
TJ Elder Middle School
School Improvement Plan
Communication, Collaboration, and Collecting & Leveraging Data
Our Systemic Process: Product, People, and Processes (Systems Thinking via SMART Actions)

Overarching Need #1

Overarching Need as identified in CNA Section 3.2	Increase student English Language Arts achievement by enhancing problem-solving strategies and rigor.
Root Cause # 1	Lack of continuous professional development in the use of achievement-level descriptors in instruction and assessments .
Root Cause # 2	Students lack the prerequisite skills for reading and writing to meet grade level standards.
Root Cause # 3	Students show a weakness in extended writing tasks in the areas of idea development, organization, and coherence based on Georgia Milestone Assessment data.
Root Cause # 4	Students show a weakness in narrative writing responses based on GA Milestones data.
Goal	During the 2022-2023 school year, 75% or higher of students in the 6th, 7th, and 8th grade will increase their percent correct on the focused standards for the nine weeks from the ELA pretest to the ELA post test each nine weeks by at least 5% or greater quarterly as measured by the Washington County ELA Benchmark.

Action Step #1

Action Step	Provide individualized professional learning through the Professional Learning Choice Board and implement with fidelity.
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 and Effectiveness	Walkthroughs Lesson Plan Reviews
Position/Role Responsible	Instructional Facilitator Grade Level Administrator Principal
Timeline for Implementation	Weekly

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)?	
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Action Step #2

Action Step	Dis-aggregate formative/ summative data and plan intervention strategies for remediation and enrichment during Hawk Time.
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 and Effectiveness	Walkthroughs Lesson Plan Reviews
Position/Role Responsible	Instructional Facilitator Grade Level Administrator Grade Chair Teacher

	Principal
Timeline for Implementation	Weekly

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)?	
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Action Step #3

Action Step	Provide rigorous small group learning time based on current unit assessment data.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Walkthroughs Lesson Plan Review Collaborative Planning talks/data review
Position/Role Responsible	Instructional Facilitator Grade Level Administrator Grade Chair Teacher Principal
Timeline for Implementation	Weekly

What partnerships, if any, with	
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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)?	
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Overarching Need #2

Overarching Need as identified in CNA Section 3.2	Increase student mathematical achievement by enhancing instructional strategies and rigor.
Root Cause # 1	Lack of implementing academically rigorous, student-centered, technology-driven classrooms with a focus on small group instruction.
Root Cause # 2	Based on GMAS data a majority of sixth and seventh grade students did not perform proficiently in the domain of Number Systems and a majority of eighth grade students did not perform proficiently on Algebra and functions.
Root Cause # 3	Lack of continuous professional development in the use of achievement-level descriptors in instruction and assessments.
Root Cause # 4	Students lack the prerequisite skills for math to meet grade level standards.
Goal	During the 2022-2023 school year, 75% of students in the 6th, 7th, and 8th grade will increase their percent correct on the focused standards for the nine weeks from the Math pretest to the Math posttest each nine weeks by at least 5% or greater quarterly as measured by the Washington County Math Benchmark.

Action Step #1

Action Step	Provide individualized professional learning through the Professional Learning Choice Board and grade centered Math professional learning on the implementation of the new Math standards for FY23.
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 and Effectiveness	Walkthroughs Lesson Plan Checks Formative/Summative Assessment Checks
Position/Role Responsible	Instructional Facilitator Grade Level Administrator Principal
Timeline for Implementation	Weekly

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)?	
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Action Step #2

Action Step	Dis-aggregate formative/ summative data and plan intervention strategies for remediation and enrichment during Hawk Time.
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 and Effectiveness	Walkthroughs Lesson Plan Reviews
Position/Role Responsible	Teacher Grade Chair Instructional Facilitator Grade Level Administrator Principal
Timeline for Implementation	Weekly

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)?	
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Action Step #3

Action Step	Provide rigorous small group learning time based on current unit assessment data.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Walkthroughs Lesson Plan Checks Assessment Checks Collaborative Planning Data Talks

Position/Role Responsible	Instructional Facilitator Grade Level Administrator Grade Chair Teacher Principal
Timeline for Implementation	Weekly

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)?

Overarching Need #3

Overarching Need as identified in CNA Section 3.2	The need is to decrease the number of discipline referrals being received by students that causes loss of instructional time consistently throughout the school year. For the past two years the number of referrals have been 20-21: 1022, 21-22: 1394.
Root Cause # 1	Lack of a consistent progressive discipline plan
Root Cause # 2	Lack of classroom management
Goal	The total number of discipline referrals will decrease from 1394 during the 2021-2022 school year by 5% or greater to 1324 or less during the 2022-2023 school year.

Action Step #1

Action Step	Supportive walkthroughs that evaluate classroom management techniques to offer feedback to improve the learning environment.
Funding Sources	Title I, Part A

Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	various walkthrough forms and the data developed from it
Position/Role Responsible	Administrators Instructional Facilitators Central Office Staff Teachers
Timeline for Implementation	Weekly

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	Continuation of One Hour Intervention
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Compare ISS days monthly to previous years
Position/Role Responsible	Principal Assistant Principals Discipline Secretary
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 #3

Action Step	Continue using Suite 360 weekly with 6th, 7th, and 8th graders with fidelity
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	The students will complete modules weekly starting the 3rd week of school in August and continuing for the remainder of

	the school year. The students will also write a reflection and discuss with the teacher.
Position/Role Responsible	Teachers, Assistant Principals, Principal, Counselor, Wrap Around Services Team
Timeline for Implementation	Weekly

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)?

Overarching Need #4

Overarching Need as identified in CNA Section 3.2	Increase support for teachers to remain in the classroom environment by empowering teacher voice, supporting teacher efforts to identify areas to improve and assisting with providing a healthy school culture for all stakeholders.
Root Cause # 1	Lack of teacher support
Goal	During the 2022-2023 school year, 85% or greater of the faculty and staff will participate in various school climate and culture activities to positively increase the social and emotional well-being of the faculty and staff.

Action Step #1

Action Step	Provide professional learning to teachers on MyVoice Platform.
Funding Sources	N/A
Subgroups	N/A

Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	PL will be provided by central office personnel during designated times and monitored for implementation with fidelity.
Position/Role Responsible	Central Office Personnel, Assistant Principals, Principal
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)?	
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