Herschel Jones Middle School

School Improvement Plan
2024 -2025

Kimberly Silas, Principal
Steve Barnette, Superintendent

PCSD VISION

The vision of the Paulding County School System is to prepare ALL students for success today and tomorrow.

PCSD MISSION

Engage. Inspire. Prepare.

Strategic Goal Areas

Growth and Success for ALL	Communication and Engagement	Attracting, Developing, and Retaining Quality, Diverse Professionals	Operational and Organizational Excellence	Innovative Practices and Resource Implementation
Improve student academic growth and achievement	Communicate efficiently, effectively, and transparently with all district stakeholders	Attract and retain high quality, diverse professionals	Develop and implement a facility plan to contend with growth and aging facilities	Develop and advance resources to inspire a culture of innovation
Improve performance of student subgroups	Improve communication and access of information to our diverse populations	Build staff capacity	Enhance safe and effective learning environments	Build staff efficacy to impact innovative practices
Improve student college, career, and life readiness	Facilitate partnerships between community and school district	Develop and implement effective succession planning	Sustain excellent financial stewardship	Implement innovative programs and practices to engage ALL students

Performance Objectives

SCHOOL MISSION & VISION

Vision Statement

The vision of Herschel Jones Middle School is to prepare all students for success today and tomorrow.

Mission Statement
To foster a positive learning environment in which students feel supported and strive for excellence.

At HJMS WE BELIEVE

- We believe it takes a village (school, family, community) to promote student growth, achievement, and development.

- We believe students learn best in a safe and positive environment where they are challenged, supported by strong relationships, and encouraged by a positive mindset that fosters academic growth.

- We believe all students are capable of high achievement and that failure is not an option—no excuses.

- We believe a diverse, inclusive, and respectful community enhances academic and emotional intelligence for all.

Herschel Jones Middle School Improvement Action Plan

SMART Goal 1: During the 2024-25 School Year, increase the percentage of scholars performing at or above Level 2 Achievement (Developing Learner) and reading on grade level as measured by the GA Milestones ELA EOG Assessment:

6th Grade Cohort Group (Class of 2031)

- The percentage of HJMS 6th grade scholars scoring Level 2, 3 and 4 will increase from 67% on the 2024 5th Grade ELA EOG to 75% on the 2025 6th Grade ELA EOG.

- The percentage of HJMS 6th grade scholars reading on grade level will increase from 58% on the 2024 5th Grade ELA EOG to 70% on the 2025 6th Grade ELA EOG.

7th GRADE Cohort Group (Class of 2030)

- The percentage of HJMS 7th grade scholars scoring Level 2, 3 and 4 will increase from 65% on the 2024 6th Grade ELA EOG to 75% on the 2025 7th Grade ELA EOG.

- The percentage of HJMS 7th grade scholars reading on grade level will increase from 48% on the 2024 6th Grade ELA EOG to 60% on the 2025 7th ELA EOG.

8th Grade Cohort Group (Class of 2029

- The percentage of HJMS 8th grade scholars scoring Level 2, 3 and 4 will increase from 71% on the 2024 7th Grade ELA EOG to 80% on the 2025 8th Grade ELA EOG.

- The percentage of HJMS 8th grade scholars reading on grade level will increase from 65% on the 2024 7th Grade ELA EOG to 75% on the 2025 8th Grade ELA EOG.

Strategic Goal Area	Initiatives/Action Steps	Process Goals (Guide your Action Steps – benchmarks along the way)	Person(s) Responsible	Monitoring	
				Implementation (Artifacts/Evidence)	Effectiveness (Formative Data)
Strategic Goal 1A, 1B, 1C, 5A, 5B, 5C	Implement literacy interventions to address scholars' learning needs: IRR & Connections Teachers • Level Up Phonics • Level Up Fluency • Level Up Comprehension ELA Teachers • Level Up Writing (Academic Rotation) SCI & SS Teachers • Vocabulary Strategies	Intervention teachers will provide literacy interventions during NBI (Tiger Time). Teachers will monitor scholars' progress in their interventions. ELA teachers will use GMA writing and Write Score data to group scholars based on need and provide writing instruction to address scholars' needs. Science and Social Studies will explicitly teach vocabulary strategies.	Level Up Reading Interventions: IRR and Connections Teachers Level Up Writing Interventions: ELA Teachers Level Up Vocabulary Strategies: Science and Social Studies Teachers Progress Monitoring: All teachers Tiger Time Scheduling: Instructional Leadership Team (Admin, coaches, department chairs)	Data spreadsheets and NBI intervention decision matrix. Intervention binders Progress monitoring data	MAP Progress Data Intervention Progress Data MTSS Data Classroom assessment data Teacher Feedback SIP monitoring data (interventions)

Strategic Goal 1A, 1B, 1C, 5A, 5B, 5C, 3B	Teachers will analyze data and use it to make instructional decisions. • MAP Data • Intervention Data • Writing Data • Common Formative Assessments Teachers facilitate data chats with scholars.	Determine data to be tracked and schedule data days. Develop a schoolwide data tracking spreadsheet for each grade level. Teachers will participate in Data Digs – collaborative data analysis / triangulation In October, teachers will identify scholars who can potentially Level Up on GA Milestones In November, teachers will conference with scholars to review data and set growth goals. Teachers will meet weekly with their PLC to analyze common formative assessment data, includes -- identifying performance levels of students as well as trends, including, strengths and common misconceptions (overall and by teacher). Based on data review, teachers will determine differentiated instruction (remediation/enrichment) for all students documented in PLC minutes.	Instructional Leadership Team Instructional Leadership ALL teachers ALL teachers All teachers	Copies of common formative assessments (PLC Minutes) Data spreadsheet Data wall in PL room. Teachers' data notebooks Copies of student data / goal setting forms. .	Scholars will be able to articulate their reading data and improvement goals. MAP growth data – 10% increase in scholars on track to score in Level 2 or above on GMA

Strategic Goal Area	Initiatives/Action Steps	Process Goals (Guide your Action Steps – benchmarks along the way)	Person(s) Responsible	Monitoring	
				Implementation (Artifacts/Evidence)	Effectiveness (Formative Data)
Strategic Goal 1A, 1B, 1C, 5A, 5B, 5C, 3B	Teachers will embed literacy across the curriculum	Teachers will intentionally teach vocabulary and display content vocabulary (embedded in anchor charts) with visual cues. Teachers will use (& teach scholars to use) the Top Down Topic Web graphic organizer to improve comprehension by summarizing material that is read, said and heard during instruction. Science teachers will use Claim Evidence Reasoning (CER) model to encourage critical thinking and writing in science.	All Teachers	Copies of PLC minutes, lesson plans. Vocabulary on classroom boards. Anchor charts	Scholars will use academic and content vocabulary in class. Scholars will show improvement in vocabulary (as measured by MAP data)

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SMART Goal 2: During the 2024-25 School Year, increase the percentage scholars performing at or above Level 2 (Developing Level) as measured by the GA Milestones Math EOG Assessment:

6th Grade (Class of 2031) Cohort Group
- The percentage of HJMS 6th grade scholars scoring Level 2, 3 and 4 will increase from 60% on the 2024 5th Grade Math EOG to 70% on the 2025 6th Grade Math EOG.

7th Grade (Class of 2030) Cohort Group
- The percentage of HJMS 7th grade scholars scoring Level 2, 3 and 4 will increase from 63% on the 2024 6th Grade Math EOG to 73% on the 2025 6th Grade Math EOG.

8th Grade (Class of 2029) Cohort Group
- The percentage of HJMS 8th grade scholars scoring Level 2, 3 and 4 will increase from 68% on the 2024 7th Grade Math EOG to 78% on the 2025 6th Grade Math EOG.

Strategic Goal Area	Initiatives/Action Steps	Process Goals (Guide your Action Steps – benchmarks along the way)	Person(s) Responsible	Monitoring	
				Implementation (Artifacts/Evidence)	Effectiveness (Formative Data)
Strategic Goal 1A, 1B, 1C, 5A, 5B, 5C, 3B	Implement Math interventions to address scholars' learning needs**:** IRR & Connections Teachers • Level Up Math – focus on Numerical Reasoning and word problem deconstruction Math Teachers • Tiger Time Academic Rotation focus on Mathematical Practices and Word Problem deconstruction Title 1 teachers	Math intervention teacher will: • group scholars based on Lift Off diagnostic data • provide targeted instruction to scholars in small groups • monitor scholar during small group instruction and through Lift Off software Math teachers will use GMA, Beacon, and classroom assessment data to identify scholars' learning needs and provide differentiated instruction during academic rotations Title 1 teachers will: • use iReady diagnostic data to identify scholars' learning needs and group scholars by need • plan small group instruction according to scholars' learning needs	Level Up Math Intervention: IRR and Connections Teachers Level Up Academic Rotations: Math Teachers Progress Monitoring: All teachers Tiger Time Scheduling: Instructional Leadership Team (Admin, coaches, department chairs) Title 1 ILC, Title 1 Teachers	Data spreadsheets and NBI intervention decision matrix. Intervention binders Title 1 Multi-Criteria selection worksheet & rationale Usage reports – Lift off and iReady Data tracking spreadsheet Data wall	Beacon Growth Data Intervention Progress Data MTSS Data Classroom assessment data Teacher Feedback SIP monitoring data (interventions) Title 1 – iReady data

Strategic Goal Area	Initiatives/Action Steps	Process Goals (Guide your Action Steps – benchmarks along the way)	Person(s) Responsible	Monitoring	
				Implementation (Artifacts/Evidence)	Effectiveness (Formative Data)
Strategic Goal 1A, 1B, 1C, 5A, 5B, 5C, 3B	Teachers will analyze data and use it to make instructional decisions. • Beacon Data • Intervention Data • Writing Data • Common Formative Assessments Teachers facilitate data chats with scholars.	Determine data to be tracked and schedule data days. Develop a schoolwide data tracking spreadsheet for each grade level. Teachers will participate in Data Digs – collaborative data analysis / triangulation In October, teachers will identify scholars who potentially Level Up on GA Milestones In November, teachers will conference with scholars to review data and set growth goals.	Instructional Leadership Team Instructional Leadership ALL teachers ALL teachers All teachers	Copies of common formative assessments (PLC Minutes) Data spreadsheet Data wall in PL room. Teachers' data notebooks Copies of student data / goal setting forms. .	Scholars will be able to articulate their reading data and improvement goals. Beacon growth data – 10% increase in scholars on track to score in Level 2 or above on GMA

Strategic Goal Area	Initiatives/Action Steps	Process Goals (Guide your Action Steps – benchmarks along the way)	Person(s) Responsible	Monitoring	
				Implementation (Artifacts/Evidence)	Effectiveness (Formative Data)
Strategic Goal 1A, 1B, 1C, 5A, 5B, 5C, 3B	Teachers will explicitly teach math reasoning skills.	Teachers will plan weekly with PLC counterparts to determine IM resources to use for openings and closings. Teachers will develop lessons to explicitly teach mathematical practices with emphasis on reasoning skills. Mat teachers will intentionally teach vocabulary and display content vocabulary (embedded in anchor charts) with visual cues. Teachers will teach a process for solving word problems.	Math Teachers	Copies of PLC minutes, lesson plans. Teachers' data/planning notebooks and canvas pages Anchor charts in classrooms	Classroom assessment data Teacher anecdotal / observation data Beacon Growth Data

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SMART Goal 3: *During the 2024-25 School Year, decrease the amount of missed instructional time by reducing the percentage of scholars receiving In-School Suspension and Out of School Suspension:*

In School Suspension
- Reduce the percentage of scholars receiving ISS from 29% to less than 20%.
- Reduce the percentage of scholars with more than 1 ISS resolution from 14.4% to less than 10%.

Out of School Suspension (OSS)
- Reduce the percentage of scholars receiving OSS from 26.7% to less than 20%.
- Reduce the percentage of scholars with more than 1 OSS resolution from 8.7% to less to 5%

Strategic Goal Area	Initiatives/Action Steps	Process Goals (Guide your Action Steps – benchmarks along the way)	Person(s) Responsible	Monitoring	
				Implementation (Artifacts/Evidence)	Effectiveness (Formative Data)

| Strategic Goal 1A, 4B | Implement PBIS Tier 1 Schoolwide Behavior Management Plan | In August:
Homeroom teachers will teach schoolwide behavior expectations during extended homeroom.

All teachers will reinforce schoolwide behavior expectations.

Admin team will hold grade level orientations to discuss behavior expectations with scholars.

In September:
All staff will start using MINGA to assign praise (award points) for expected behaviors (goal – 500 points per week per teacher)

In October:
Teachers and administrators will begin using MINGA to assign guidance and consequences

Re-open the PBIS store:
• Schedule hours
• Advertise to students
• Survey scholars to determine what they would like to have in the PBIS store

Begin monthly PBIS Data analysis
• Monthly review of PBIS data
• Develop monthly data action plan (teach / address specific behaviors based on the behavior date). | Homeroom teachers

All teachers

All staff

Teachers and administrators

PBIS Committee

PBIS Committee
Administrators
Teachers | Expectations PowerPoint Presentations

PBIS Lessons

Orientation PowerPoint Presentation

MINGA Reports

PBIS Store Communication

PBIS store survey & results

PBIS store usage reports

Grade level PBIS Data Drill Down and Action Plan | Discipline Data Trends

PBIS Survey Data
• TFI
• SAS

PBIS Store Usage reports

Scholar surveys |

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Strategic Goal 1A, 4B	Implement Restorative Practices and SEL	Administrators and ISS staff will assign restorative reflection question to scholars who are assigned ISS. Beginning in September: Counselors will decide on a monthly MATS or SEL lesson for each grade level. Homeroom teachers will facilitate a monthly MATS or SEL lessons with scholars during NBI on designated Fridays. Administrators will hold monthly grade level meetings to revisit schoolwide behavior expectations, discuss specific areas of concern, acknowledge scholars who exemplify schoolwide behavioral expectations.	Administrators ISS Staff Counselors Homeroom Teachers Administrators	Restorative reflection question answers SEL Friday Calendar Meeting agendas, including scholar acknowledgements	Discipline Data Trends (Repeat offense rates) GSHS data

Herschel Jones Middle School Professional Learning Plan

Professional Learning Strategy/Support (Should be connected to effectiveness monitoring of action steps in the SIP)	Audience	Presenter	Timeline	Monitoring	
				Implementation	**Effectiveness**
Level Up Literacy Training • **Phonics** • **Fluency** • **Comprehension**	Intervention Teachers	Ostrow, Davidson	Aug - Mar	PL Agendas PL Materials PL Feedback (Kickup)	Teacher Feedback Student Data - MAP Classroom visit data
Writing PL • **Analyzing write score data** • **Using data to plan instruction to address learning gaps** • **Collaborative scoring** • **Providing targeted feedback to scholars**	ELA Teachers	District Staff (K. Merrell)	Oct - Mar	PL Agenda PL Materials PL Schedule	Teacher Feedback Student Data - Write Score Classroom observation / SIP Monitoring data Teacher lesson plans
Vocabulary Strategies PL	Science & Social Studies teachers	Ostrow	Aug - Sept	PL Agenda PL Materials	Teacher Feedback Student Data Classroom visit data
Rigor in every classroom PL Series	Teachers	Dr. Keith	Oct – Apr	PL Agenda PL Materials	Teacher Feedback Student Data Classroom visit data

Professional Learning Strategy/Support (Should be connected to effectiveness monitoring of action steps in the SIP)	Audience	Presenter	Timeline	Monitoring	
				Implementation	Effectiveness
Data Literacy PL • Accessing Data o GMA, MAP, Beacon, Write Score • "I have my data, now what?" • Using data to drive instruction • Facilitating data chats with students	Teachers	Silas Foster Reeves Yohe	Oct – Apr	PL Agenda PL Materials	Teacher Feedback Student Data Classroom visit data
Deconstructing math word problems	Math Teachers	Payne Foster	Oct – Mar	PL Agenda PL Materials	Teacher Feedback Student Data Classroom visit data
PBIS Training	Teachers and Paras	Roberson Yohe	Aug - Sep	PL Agenda PL Materials HJMS Canvas course	Teacher Feedback Discipline data
DIBELS / IDI PL	Paras Media Specialist	Ostrow	Aug	PL Agenda PL Materials	Reading Intervention Data Spreadsheet

Supports that may be included:
- ► PLC work
- ► Coaching sessions with Individual Teachers
- ► Mentors
- ► Online Professional Learning Opportunities
- ► Paraprofessional PL Opportunities
- ► Ongoing District or School provided PL