**Scoggins Middle School**



**School Improvement Plan**

**2024-2025**

**Dustin Skelton, Principal**

PCSD VISION

PCSD MISSION

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

***Engage. Inspire. Prepare.***



SCHOOL MISSION & VISION

**Our Purpose**

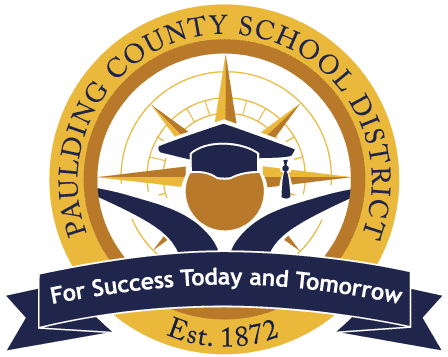
As stakeholders, we believe it is our privilege to inspire each student to think, learn, achieve, and care. Academically, we will provide a rigorous learning environment with supportive instruction that challenges and motivates learners to strive for excellence. Socially, we will lay the foundation for students to embrace the determination required to be successful in all areas of life through a "growth mindset" and G.R.I.T., Goals, Respect, Integrity, and Teamwork. Additionally, we will provide our students with learning experiences that help them to master academic content, as well as develop skills necessary to navigate this incredibly challenging time of their lives. Vocationally, we will continue to expose our students to a variety of available opportunities and career pathways. We feel our purpose is to empower students academically, socially and vocationally to participate in a global community.

**Our Mission**

Nurturing a culture of GRIT (Goals/Respect/Integrity/Teamwork) to prepare **all** students for success in academic and personal endeavors.

**Our Vision**

**GATORS: G**oals can be **A**chieved through **T**eamwork, **O**ptimism and Responsibility to attain **S**uccess.



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| ***Scoggins Middle School Improvement Action Plan***  ***SMART Goal 1: During the 2024-25 school year, we will increase the percentage of students scoring Level 3 or 4 on the ELA section of the Georgia Milestones Assessment.***   * ***The percentage of 6th grade students scoring at Level 3 or 4 on the Georgia Milestones Assessment will increase from 52.7 % in Spring 2024 to 54.7% in Spring 2025.*** * ***The percentage of 7th grade students scoring at Level 3 or 4 on the Georgia Milestones Assessment will increase from 39.3% in Spring 2024 to 43.6% in Spring 2025.*** * ***The percentage of 8th grade students scoring at Level 3 or 4 on the Georgia Milestones Assessment will increase from 41.3% in Spring 2024 to 45.7% in Spring 2025.*** | | | | | |
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| **Strategic Goal Area** | **Action Steps** | **Process Goals**  **(Guide your Action Steps)** | **Person(s)**  **Responsible** | **Monitoring** | |
| **Implementation** | **Effectiveness** |
| **Strategic Goal – Growth and Success for ALL** | **Teachers will utilize data to drive instructional decisions.** | Teachers will administer common assessments and utilize the results to drive instructional decisions using a collaborative data teams process. (Continually)  ELA Teachers will utilize Mid-Unit Writing Assessments (During the course of each unit)  Develop Building-wide interdisciplinary writing rubric. (August)  ELA teachers will attend school and district Write Score training. (Quarterly)  Students scoring within five points of a lower or ten points from a higher performance level (high 2, low 3, high 3 and low 4) on GMAS will be identified and prescription will be developed (September) and progress monitored (monthly.) | Administrative Team  Classroom Teachers  ELA Teachers  Teacher Leaders  EAC/District Curriculum Coordinator  All Grade Level Teachers-Monitoring Data of Assigned Students | Quarterly Data Days  Summative Assessment Analysis form  PLC Minutes/Assessment Analysis  Rubric completion  Write Score data training/analysis utilizing current student data.  Data Monitoring Card Completion | Common summative assessment performance data.  Beacon assessments at least 3 times per year  Beacon Individual Score Reports  Beacon group performance data report  Monthly MTSS data  Mid-unit writing assessment data.  Classroom assessment data  October and February Write Score data  GMAS Data |
| **Strategic Goal - Growth and Success for ALL** | **Teachers will actively engage in effective research-based Tier 1 instructional strategies.** | ELA teachers will attend My Perspectives PLs during the school year. (Bi-Monthly PL/Bi-Monthly Coaching)  Social Studies and science teachers will attend school level constructed-response writing training. (Quarter 1)  Social Studies and science teachers will attend school level writing training. (Quarter 1)  All teachers will engage in MTSS Tier 2 intervention strategy training to expand methods to differentiate Tier 1 instructions for students of all performance levels. (Monthly) | Administrative Team  Classroom Teachers  L. Hodges  K. Merrill  Writing/ELA Curriculum Coordinators  Writing/ELA Curriculum Coordinators  MTSS Coordinators  Classroom Teachers  Reading Connection Teacher | My Perspectives PL training 6 times per year.  SMS Observational Tool (administration and peer walkthroughs)  \\\\\\\  RACES assessment/rubric calibration during the first semester for science and social studies.  CER training during the second semester for science and social studies.  MTSS training (monthly)  Platform Data | Unit assessment data  Write Score Data  Writing performance task data  Classroom Performance Data  Write Score Informational/Argumentative Genre Data  MTSS Student Data Results  Student assessment data |
| ***Scoggins School Improvement Action Plan***  ***SMART Goal 2: During the 2024-25 school year, we will increase the percentage of students scoring Level 3 or 4 on the Math section of the Georgia Milestones Assessment.***   * ***The percentage of 6th grade students scoring at Level 3 or 4 on the Georgia Milestones Assessment will increase from 37.5% in Spring 2024 to 39.9% in Spring 2025.*** * ***The percentage of 7th grade students scoring at Level 3 or 4 on the Georgia Milestones Assessment will increase from 35.7 % in Spring 2024 to 41.6% in Spring 2025.*** * ***The percentage of 8th grade students scoring at Level 3 or 4 on the Georgia Milestones Assessment will increase from 49.6% in Spring 2024 to 53% in Spring 2025.*** | | | | | |
| **Strategic Goal Area** | **Action Steps** | **Process Goals**  **(Guide your Action Steps)** | **Person(s)**  **Responsible** | **Monitoring** | |
| **Implementation** | **Effectiveness** |
| **Strategic Goal - Growth and Success for ALL** | **Teachers will utilize data to drive instructional decisions.** | Teachers will administer common assessments and utilize the results to drive instructional decisions using a collaborative data teams process. (Continually) | Department Chair  Math Leadership Team  Classroom Teachers | Summative assessment analysis submissions  PLC Minutes | Summative Assessment Results  Beacon Data |
| **Strategic Goal - Growth and Success for ALL** | **Teachers will actively engage in effective research-based Tier 1 instructional strategies.** | Math leadership team will continue to receive Illustrative Math trainings during the first and third quarters.  Math leadership will redeliver professional learning during department meetings.  Math teachers will receive observation and coaching during the second and fourth quarters.  Students scoring within five points of a lower or within 10 points of a higher performance level (high 2, low 3, high 3 and low 4) on GMAS will be identified prescription developed (September) and progress monitored (monthly.)  All teachers will engage in MTSS Tier 2 intervention strategy training to expand methods to differentiate Tier 1 instructions for students of all performance levels. (Monthly) | EAC/Curriculum Coordinator/Scoggins Math Leadership Team  Math Leadership Team  Math Curriculum Coordinator/EAC  Math and science classroom teachers will monitor assigned students.  MTSS Coordinator | Kickup entries  Classroom observations  Redelivery agendas/sign in rosters  Coaching logs/notes  SMS Observational Tool (administration, department chair and peer walkthroughs)  Prescription updates/progress monitoring  Canvas Pages  MTSS Meeting Notes/MTSS Platform Updates | Illustrative Assessment Results  Observational data  TKES Evaluations  GMAS Results  MTSS Student Progress |

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| ***Scoggins School Improvement Action Plan***  ***SMART Goal 3: During the 2024-25 school year, we will increase student participation in the G.R.I.T program within each grade level based on cohort data.***  ***6th Grade 75% of sixth graders will achieve the gold, silver, or bronze level of G.R.I.T.***  ***7th Grade 75% of seventh graders will achieve the gold, silver, or bronze level of G.R.I.T.***  ***8th Grade 73% of eighth graders will achieve the gold, silver, or bronze level of G.R.I.T.*** |
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| **Strategic Goal Area** | **Action Steps** | **Process Goals**  **(Guide your Action Steps)** | **Person(s)**  **Responsible** | **Monitoring** | |
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| **Implementation** | **Effectiveness** |
| **Strategic Goal – Operational and Organizational Excellence** | **Students will demonstrate the behaviors of G.R.I.T. throughout campus.**  **Teachers and staff will reward students with Gator Bucks as they demonstrate expected behaviors.**  **Teachers will submit names for Student of the Day recognition.** | Students will receive information about G.R.I.T. in a handout packet at the beginning of the year and upon enrollment thereafter.  New staff will be trained in utilizing the Minga electronic token system. | Leadership Team  Classroom Teachers | Gator Bucks Rewarded as behaviors are observed.  Student of the Day form that includes “G.R.I.T.” to indicate reason for recognition.  One staff member from each grade level will help monitor/train and provide feedback to admin from their grade level. | Teacher Leadership and GRIT Rep Feedback  Quarterly G.R.I.T. Data  PBIS/Minga Reward Data |
| **Strategic Goal- Communication and Engagement** | **Consistent utilization of discipline board to increase desired behaviors.**  **Check and Connect Staff will follow up with identified students.**  **Safety Advisor Mentors will meet with identified students regularly.**  **Counselors will provide all students with career guidance and provide intense support for students when needed.**  **School Social Worker will serve as advocate and liaison between school and families.** | Number of students receiving discipline referrals as documented in IC will decrease.  Admin will identify new teachers and other teachers/staff members requiring additional support to establish differentiated professional learning opportunities. | Counseling Team | Advisement Sessions; SMART notebook goals.  Contact Log/General Documentation  Students will be provided with time to complete You Science and Bridge Build tasks. | SWISS Data  G.R.I.T. Participation  Check and Connect will follow up with admin team bi-monthly. |

***Scoggins 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** | |
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| **Implementation** | **Effectiveness** |
| **Tier 2 and Tier 3 Intervention Implementation** | All academic and connections teachers. | Karen Slate | On-going  Monthly | MTSS Data | Beacon progress |
| **Rigor in Tier 1 Instruction** | Social Studies Teachers | Megan Rush  Irina Keith | Scheduled Sessions each semester. | Summative Assessment Analysis Data | Summative Assessment Data; |
| **ELA Standards and Curricular Fidelity** | All ELA Teachers | Lindsay Hodges  Kim Merrill | Monthly | Observational Data  Summative Assessment Analysis Data | GMAS and Beacon progress and improvement |
| **Equip Paraprofessionals with tools and strategies to support classroom teachers and exceptional learners.**  **Equip supportive instruction and ESEP collaborating teachers with strategies to effectively collaborate for optimal student learning.** | Paras/ Content Teachers/ESEP Teachers | C. Hewett | Monthly | Observational Data | GMAS Subgroup Data |
| **Interdisciplinary Writing** | All Science and Social Studies Teachers | Kim Merrill | Aug-Dec Informational Writing Sessions  Jan-May  CER Writing Sessions | Common Rubric Usage  Kickup Documentation  PL Agendas | Write Score, GMAS Data, Classroom Writing Data |
| **Instructional Technology** | All Teachers | Instructional Technology Staff | Quarterly Full Staff  Quarterly-Department Based | Classroom utilization of instructional technology. | Teacher Feedback |
| **Coaching for Successful Classroom Management** | K. Clark  G. Lott  K. Tripp | B. Quinn | Monthly | Observation Notes | Behavior Referral Data for Coached Classrooms |
| **SEL Professional Mentoring** | J. Bragg | B. Quinn | 1st Semester | Coaching Logs | SWSS Data  PBIS Data |
| **Induction Level Teacher PLC** | K. Clark  G. Lott  K. Tripp  Y. Carpenter  N. Wilder  L. Fuller | P. Kennedy (Facilitator) | Monthly | Use of Discipline Board  Parent Contact Log  Referral Data | TKES  PBIS Data  SWSS Data |
| **Training and Refreshers in SEL Strategies, Capturing Kids Hearts, and BESST practices, with additional support for identified students.** | All Staff | J. Godbout  B. Quinn  P. Kennedy |  | Distribution of Gator Gold.  Free Play for best grade level behavior and attendance per wee | Participation in G.R.I.T. Celebration each nine weeks.  Gator Stop Shop  Reduced referrals and incidents for identified high risk students. |

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