

The background features abstract, overlapping shapes in shades of yellow and white. A large, light yellow shape dominates the right side, while a white shape with a pointed left edge is on the left. The overall composition is clean and modern.

Double Churches Middle School Improvement Plan



SCHOOL IMPROVEMENT PLAN

Cover Page

School Name: Double Churches Middle School

School System: Muscogee County

Name of Principal: Dr. Mike Hudson

School Year: 2007-08

Title I: School-Wide Program: _____ **Targeted Assistance:** _____

Needs Improvement Status: **Status:** NI NI-AYP **Year:** 0 1 2 3 4 5 6 7

Sanctions Implementing (Select all that apply):

_____ **School Improvement Plan** (School Improvement Plans will be submitted to the LEA per system guidelines. Needs Improvement schools will submit plans to the LEA for approval in October 2006.)

 X **School Choice**

_____ **Supplemental Services**

_____ **Corrective Action** (The Corrective Action Addendum will be submitted to the LEA along with the School Improvement Plan in October 2006.)

_____ **Restructuring** (LEA approved School Improvement Plans with the Restructuring Addendums will be submitted to the Georgia Department of Education by January 31, 2007.)

Principal's Signature: _____ **Date:** _____

Title I Director's Signature: _____ **Date:** _____

Superintendent's Signature: _____ **Date:** _____



School Improvement Plan 2007-2008

System and School Name: Double Churches Middle School School Year: 2007-2008

GSS Strands	Actions, Strategies, and Interventions	Timeline	Means of Evaluation	
			Artifacts	Evidence of Impact on Student Learning
PL	I. Professional Learning Communities will be implemented to accomplish the following as a means to increase the academic achievement of all students:			
C I A	a. Plan common lessons utilizing a common framework (lesson plan expectations, curriculum map, pacing guide)	SY 2006/07 On-going	Lesson Plans, Awareness Walk Data, Copy of Grading Policy,	Common strategies and assessments are used in all classrooms
	b. Consistent grading policy	Implement Aug. 2007	Agendas and Minutes from Meetings, Common Assessments, Student Work,	Students across classrooms are held to the same standards
	c. Develop common formative and summative assessments that focus on higher order thinking skills and are aligned to a more rigorous curriculum	Implement Aug. 2007	Curriculum Map, Pacing Guide	Teachers collaboratively analyze student work, assessments, etc. to insure that students are progressing toward meeting the standards.
C I A	d. Analyze student work as well as assessment results to drive instruction	SY 2006/07 On-going	Master Schedule	Teachers collaboratively analyze student work, assessments, etc. to insure that students are progressing toward meeting the standards.
	e. Planning periods will be structured to accomplish “the work.”	SY 2006/07 On-going		Teachers collaboratively analyze student work, assessments, etc. to insure that students are progressing toward meeting the standards.

C I A	f. A 90 minute consistent planning period will be implemented for extended work to be accomplished.	SY 2008-08	Master Schedule	Teachers collaboratively analyze student work, assessments, etc. to insure that students are progressing toward meeting the standards.
	g. Students will participate in benchmark assessments that are aligned to instruction three times per school year.	2006/07 On-going	Minutes from meetings	
	h. A book study will be implemented to enhance school improvement work (What Works in Schools, Marzano)	SY 07/08	Master Schedule	Teachers will implement the components of Standards Based Classrooms to increase the academic achievement of all students.
	i. Disaggregated data will be used to drive instruction.	SY 2006-07 On-going	MAP Scores, Lesson Plans, Agendas	
	II. Standard-based classrooms will be implemented in all subject areas.			
a. Standards posted b. Research-based instructional strategies c. Differentiation of instruction d. Cooperative learning e. Bell-to-bell instruction will occur	Aug.2007 On-going	Awareness Walk Data, Lesson plans	Teachers can articulate the relationship between SST and Pyramids of Interventions Students move in and out of interventions based on frequent, on-going, formative and summative assessments.	
III. A Pyramid of Interventions for academic achievement will be implemented for all students.			Students can articulate how before and after school remediation initiatives increase their learning.	
C	a. Low performing/bubble students will	SY 2006-07 on-	Training roster, SST	

I	identified for participation in after school tutorial programs.	going	minutes	
PO	b. Connections “Pull Out” will be utilized as needed for extended learning in math and rdg./ELA by content specialist as well as enrichment will occur by science and social studies teachers.	SY 2006-07 on-going	Student Rosters, Schedules,	Special Education Teachers can articulate how planning with co-teachers increases the academic achievement of SWD.
	c. Utilization of the Student Support Team will be improved as teachers are trained on its relationship with Pyramids of Interventions,	SY2007-08	List of Strategies, Lesson Plans, Observations	Students and teachers can articulate the prevention and intervention steps that have been implemented to increase attendance.
	IV. The academic achievement of students with disabilities will be increased by the following:			Teachers will implement the components of Standards Based Classrooms to increase the academic achievement of all students.
C	a. SWD assigned to co-teaching classes will have access to Sp. Ed. Teacher during the day for extended learning time	SY2007-08	Master Schedule, Teacher lists	Special Education Teachers and students can articulate how planning with co-teachers increases the academic achievement of SWD
I				
SC	b. Bubble SWD students will be identified and monitored for academic achievement, attendance, and behavior.	SY 2006-07 ongoing	Roster of students being monitored	Students and teachers can articulate the prevention and intervention steps that have been taken to increase attendance.
	c. All special education teachers will follow the same curriculum map and pacing guide as regular classroom teachers to implement GPS/QCC.	SY 2006-07 ongoing	Lesson Plans, Observations	
C				

I				School meets AYP guidelines for test participation.
SC	e. SWD will be placed in co-teaching classes as appropriate and co-teachers will receive additional training on the collaboration model.	SY2007-08	Personal leave forms, PLU's from training	Students and teachers can articulate the prevention and intervention steps that have been taken to increase attendance.
	V. A specific attendance policy has been designed and implemented to include:			Students can articulate the reasoning behind a school-wide discipline plan.
PO	a. Identify students with chronic attendance problems (missed 15 days or more during 2006-07 SY)	SY 2007-08 on-going	SASI Attendance Reports	
SFC	b. Implement mentoring program for students identified as having chronic attendance problems.	SY 2007-08 on-going	SASI Attendance Reports	
SC	c. Phone contacts will be made routinely to notify parents of absences and upcoming standardized testing dates utilizing the parent notification system.	SY 2006-07 on-going	Parent Notification Log	
	d. Implement a modified suspension program during testing for those students that might be suspended out of school during test time.	SY 2006-07 on-going	Testing Participation percentages	
	e. Implement an incentive program to	SY 2006-	Attendance	

	reward students who have perfect attendance during standardized testing.	07 on-going	Reports	
	VI. Students' academic achievement will increase with improved behavior.			
PO	a. School wide discipline plan will be revised to reflect a progressive discipline approach.	SY 2006-07 on-going	DCMS Discipline Plan	
L	b. Discipline referrals will be reduced by 20%.	SY 2006-07 on-going	Number of referrals	
	c. Out of school suspensions will be reduced by 10%.	SY 2006-07 on-going	Number of suspensions	
	VII. Teacher mentors are assigned to beginning teachers to improve instruction and classroom management skills.			
PO	a. TSS mentors are assigned to beginning teachers for a 3 year period.	SY 2006-07 ongoing	Roster of assignments, meeting minutes, observations	Beginning teachers can explain how mentoring has increased their success as a teacher.
	b. District instructional specialists are available to provide on-going mentoring as needed.	SY 2006-07 ongoing		

	c. All teachers and paraprofessionals will be highly qualified.	SY 2007-08	Copies of certificates	
SFC	XIII. Parents are encouraged to participate in school related activities in a variety of ways a. Parents participate in the PTSA at DCMS.	SY 2006-07 on-going	Sign-in rosters, agendas, parent surveys	Parent survey results will indicate parent's satisfaction of the opportunities available for school involvement.
SC	b. Parents serve on the DCMS Local School Council.	SY 2006-07 on-going	Listing of members	
	c. Parents are actively involved in parent booster organizations (band, chorus, orchestra and athletics).	SY 2006-07 on-going	Listing of members	

<p>PO</p> <p>SFC</p> <p>C</p> <p>I</p> <p>SC</p>	<p>IX. Students academic achievement will be increased as a result of improved parent communication.</p> <p>a. Consistent listing of homework assignments for all teams on Internet.</p> <p>b. Consistent posting of homework assignments for all teams on School Messenger Homework hotline.</p> <p>c. Email Integrate progress reports to parents</p> <p>d. Teachers will make regular contacts with parents through telephone calls, email messages, conferences or notes mailed home.</p> <p>e. Send home weekly email bulletins to parents who provide email addresses to schools.</p> <p>f. Survey parents to identify needed services from Guidance Department</p>	<p>SY 2006-07 on-going</p> <p>SY 2006-07 on-going</p> <p>SY 2006-07 ongoing</p> <p>SY 2006-07 on-going</p> <p>SY 2006-07 on-going</p> <p>September 2007</p>	<p>Sample weekly progress reports</p> <p>Letters from parents about post cards</p> <p>Parent contacts report</p> <p>Parent conferences report</p> <p>Survey results</p>	<p>Parents are satisfied with the amount and type of school-home communication.</p>
<p>PO</p>	<p>X. The school improvement team is restructured to improve academic achievement.</p> <p>a. Meetings focus on curriculum,</p>	<p>SY 2007-</p>	<p>SIT roster,</p>	<p>The school improvement is actively involved in the decisions</p>

<p>L</p>	<p>instruction, and assessment issues.</p> <p>b. Members are representative of all grades and disciplines.</p> <p>c. Data is utilized to make instructional decisions.</p> <p>d. Team monitors implementation of the school improvement plan.</p>	<p>08 on-going</p> <p>SY 2006-07 on-going</p> <p>SY 2006-07 ongoing</p>	<p>agendas, meeting minutes, SIP</p> <p>Data Room, minutes of SIP meetings</p>	<p>made that drive the implementation of curriculum, instruction, and assessment.</p>
<p>C</p> <p>I</p> <p>PO</p>	<p>XII. The math academic achievement of students will increase by:</p> <p>a. Extended learning time is provided through the utilization of the Connections Pull Out program.</p> <p>b. Students participate in accelerated math which focuses on individual student needs.</p> <p>c. An after-school program will be implemented to provide extended learning in rdg./ELA and math for level 1 CRCT students.</p> <p>d. Technology integration will enhance learning in all areas through on-going training</p>	<p>SY 2006-07 on-going</p> <p>SY 2006-07 on-going</p> <p>SY 2006-07 on-going</p> <p>SY 2007-08</p>	<p>Assessment results, lesson plans, accelerated tests results, observations, awareness walks, class rosters</p> <p>Observation, lesson plans</p>	<p>Students understanding and achievement will increase as they are provided extending learning time to redefine troubling concepts.</p> <p>Students are able to explain how the use of technology enhances their learning.</p>

C	XIII. Students Reading/ELA achievement will increase as a result of:			
I	a. Extended learning time is provided through the utilization of the Connections Pull Out program.	SY 2006-07 on-going	Assessment results, lesson plans, accelerated tests results, observations, awareness walks, class rosters	Students understanding and achievement will increase as they are provided extending learning time to redefine troubling concepts.
PO	b. An after-school program will be implemented to provide extended learning in rdg./ELA and math for level 1 CRCT students.	SY 2006-07 on-going		
	c. Implementation of the 25 Book Standard will be school-wide -systematic approach to monitoring initiative -school-wide evidence of reading -rewards for reading accomplishment	SY 2007-08		
PL	XIV. Students content understanding in all areas will increase through direct instruction of content vocabulary.			
I	a. Teachers will study and implement vocabulary instruction based on Marzano’s “Building Background Knowledge.”	SY 2007-08	Lesson Plans, List of vocabulary, roster of meetings	Students can discuss how direct instruction increases their understanding of content vocabulary.
	b. Teachers will meet by content and grade level to determine essential	SY 2007-08		

	vocabulary.			
	XV. Students academic success will improve as transition into middle and high school is enhanced.			Students can discuss how orientation helped with transition process. Parents can discuss benefits of Open House.
SFC	a. Open House is provided for both rising 6 th and 9 th graders	SY 2007-08	Open House Agenda, Orientation plans	
SC	b. Counselors provide orientation and support to incoming 6 th graders	SY 2007-08		
	c. High School Teen Advisors meet with 8 th graders for orientation and scheduling.	SY 2007-08		