



# Newton COUNTY SCHOOLS

*Our Mission is to Provide Educational Excellence for All Students!*

## 2016-2017 School Improvement Planning Tool: COUSINS MIDDLE SCHOOL

### CONTENT MASTERY

Indicator	2015-2016 (when available- if not available use most recent data) Data	2016-2017 Goal	Strategies to Achieve Goal	Person(s) Responsible	Metrics
<p>Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones English Language Arts EOG (required participation rate <math>\geq</math> 95%)</p>	<p>6<sup>th</sup>- 68% 7<sup>th</sup>- 65% 8<sup>th</sup>-73%  6<sup>th</sup>-8<sup>th</sup> 69%</p>	<p>75% of students scoring at or above developing learner in ELA on Georgia Milestones.</p>	<p>Increase usage of higher Depth of Knowledge questioning strategies and activities</p> <p>Continue to implement Springboard resources with fidelity to ensure mastery of Georgia Standards of Excellence in Mathematics.</p> <p>Implement graphic organizers, constructed response, inquiry based writing, revising and editing skills, technology enhanced writing (online dictionary, blogs, Twitter), and use of social media for writing.</p> <p>Ensure that all teachers correctly follow the NCSS Curriculum Map and Pacing Guide.</p> <p>Continue to incorporate research-based instructional strategies and</p>	<p>Language Arts teachers Instruction Coach Administrators</p>	<p>Common Formative Assessments GA Milestones EOG Walkthroughs Lesson Plans IOWA test</p>



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			<p>implement a standards-based classroom.</p> <p>Implement student created/centered Interactive Vocabulary Walls to enrich vocabulary.</p>		
<p>Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones mathematics EOG or EOC (required participation rate <math>\geq</math> 95%)</p>	<p><b>6<sup>th</sup> - 63%</b> <b>7<sup>th</sup> — 72%</b> <b>8<sup>th</sup> — 74%</b></p> <p><b>6<sup>th</sup>-8<sup>th</sup> 70%</b></p>	<p>75% of students scoring at or above developing learning in mathematics as measured by Georgia Milestones assessment.</p>	<p>Incorporate research-based instructional strategies and implement a standards-based classroom.</p> <p>Use common assessments (Formative and Summative), self-assessments, and goal setting to track student understanding and drive instruction.</p> <p>Implement student created/centered Interactive Vocabulary Walls to teach content vocabulary and graphic organizers to help direct students in their learning.</p> <p>Provide math enrichment and remediation / acceleration based on student needs</p>	<p>Math teachers, Title I teacher, Instructional Coach, Administrators</p>	<p>STAR Benchmarks Common Assessments GA Milestones EOG USA Testprep Exit Tickets Activity Assessments Walkthroughs</p>



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			<p>Integrate technology including calculators, Safari Montage, GOFAR, and other instructional learning programs such as Math in the Fast Lane, Learnzillion and Khan Academy.</p> <p>Provide professional development through PLCs and common planning to ensure all teachers are correctly following the NCSS curriculum map.</p>		
<p>Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones science EOG or EOC (required participation rate <math>\geq</math> 95%)</p>	<p><b>6<sup>th</sup>-56%</b> <b>7<sup>th</sup>-57%</b> <b>8<sup>th</sup>-60%</b></p> <p><b>6<sup>th</sup>-8<sup>th</sup> 58%</b></p>	<p><b>75% of students scoring at or above developing learning in Science on Georgia Milestones.</b></p>	<p>Continue to provide professional learning through PLCs and classes on science standards and objectives in order to build background knowledge.</p> <p>Continue to promote participation in rigorous tasks such as science fair projects, performance tasks, and labs.</p> <p>Utilize mentors to support new teachers with effective lesson planning and building background knowledge.</p> <p>Utilize common formative assessments to evaluate student mastery of the</p>	<p><b>Instructional Coach, Science Teachers, Co-Teachers, Administrators</b></p>	<p><b>Rubrics</b> <b>Formative Assessments</b> <b>Fast Fives</b> <b>Labs</b> <b>Activities</b> <b>USA Test Prep</b> <b>IOWA Test</b> <b>Walkthroughs</b></p>



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			<p>standards.</p> <p>Implement data team process as a means of analyzing common formative assessments to determine individual learning needs and adjusting the instruction.</p> <p>Utilize Instructional Coach to support teachers new to the building and content area.</p> <p>Implement Marzano's 6-step vocabulary strategies</p> <p>Implement research-based instructional strategies such as, graphic organizers, constructed response, inquiry based writing, technology enhanced instruction, and hands-on learning labs.</p>		
<p>Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones social studies EOG (required participation rate <math>\geq</math></p>	<p><b>6<sup>th</sup>—64%</b> <b>7<sup>th</sup>—65%</b> <b>8<sup>th</sup>—61%</b></p> <p><b>6<sup>th</sup>-8<sup>th</sup> --63%</b></p>	<p>75% of students scoring at or above developing learning in Social Studies on Georgia Milestones.</p>	<p><b>Use research-based instructional strategies as outlined in Marzano's Classroom Instruction that Works.</b></p> <p><b>Implement Marzano's 6-step vocabulary strategies</b></p>	<p><b>Social Studies Teachers</b> <b>Media Specialist</b> <b>Administrators</b></p>	<p><b>Formative Assessments</b> <b>Common Assessments</b> <b>GA Milestones EOG</b> <b>Walkthroughs</b></p>



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95%)			<p><b>Use Safari Montage/View Path System to review teaching techniques and access content material.</b></p> <p><b>Provide opportunities for Writing across the curriculum, SS Curriculum Night to communicate student progress, County Curriculum Maps to align curriculum.</b></p> <p><b>Effectively use of Professional Learning communities to monitor student progress, analyze data, and plan collaboratively.</b></p> <p><b>Provide additional instruction through Social Studies Focus Classes to accelerate/remediate students.</b></p> <p><b>Implement Junior Achievement through SS Focus/SS content classes.</b></p> <p><b>Use common assessments (Formative and Summative) to track student understanding and drive instruction.</b></p> <p><b>Refine research skills through incorporation of Social Studies Fair</b></p>		
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			Projects, Common Assessments, Guest Speakers, Black History Trivia Bowl, Geography Bee, and Gallapade International Curriculum Books.		
<b>Post Middle School Readiness</b>					
Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs	<b>41.6%</b>	75% percent of ELL students will move from one performance band to a higher performance band as measured by the ACCESS for ELLS.	Continue to collaborate between ESOL teachers and general education teachers.  Continue to provide professional development for regular education teachers on WIDA ELP standards and Can Do descriptors.	ESOL teacher General Ed teacher Administrators	ACCESS
<b>Indicator</b>	2015-2016 (when available- if not available use most recent data) Data	2015-2016 Goal	<b>Strategies to Achieve Goal</b>	<b>Person(s) Responsible</b>	<b>Metrics</b>
Percent of Students with Disabilities served in general education environments at least 80% of the school day	<b>79.6%</b>	80%	Increase the number of students being served in co-teaching and para support classes  2015-2016 school year: There are only two resource classes – 6 <sup>th</sup> grade Math and English/Language Arts. All	Alison Jackson, SPED Administrator  Phalanda Perriman, SPED Contact	Schedules



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			<p>other classes, with the exception of two self-contained classes, are co-teaching and para support.</p>	<p>All Interrelated SPED teachers and Regular Education teachers</p>	
<p>Percent of students in grade 8 achieving a Lexile measure equal to or greater than 1050 on the Georgia Milestones ELA EOG</p>	<p><b><u>Above Grade Level</u></b>  <b>6<sup>th</sup>-52%</b>  <b>7<sup>th</sup>-68%</b>  <b>8<sup>th</sup>-69%</b>    <b>&gt;1050=53.75%</b></p>	<p>75% of students in grade 8 achieving a lexile measure equal to or greater than 1050.</p>	<p>Implement reading and writing across the curriculum strategies.</p> <p>Encourage students to read 25 books with AR tests / scores above 80%</p> <p>Provide additional support during Focus Time.          Implement Inspire Literacy during Focus Reading.</p> <p>Closely monitor student performance and regularly communicate with parents.</p> <p>Implement interventions to support students struggling in reading.</p> <p>Implement research based instructional strategies such as, chunking the text, graphic organizers, KWHL chart, marking the text,</p>	<p>Teachers          Counselors          Administrators</p>	<p>GA Milestones          EOG          Report Cards</p>



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			<p>predicting, previewing, questioning, SOAPStone, think aloud, interactive word wall.</p> <p>Implement Marzano's 6-step vocabulary strategies.</p>		
Percent of students completing 2 or more state defined career related assessments/inventories and a state defined Individual Graduation Plan by the end of grade 8	<b>100%</b>	100%	Students will utilize technology to complete Career Interest Inventories. Students will use GACollege 411/GA Futures to complete this task. School Counselors will facilitate these activities.	School Counselors	GA College 411 Reports
Percent of students missing fewer than 6 days of school	<b>6<sup>th</sup>-8<sup>th</sup>- 54%</b>	75% for all grades	<p>Closely monitor attendance by sending home attendance letters at 3 unexcused, 5 unexcused, 8 unexcused, and 10 unexcused absences.</p> <p>Refer students to attendance panel at 8 unexcused absences.</p> <p>Recognize and reward homerooms with perfect attendance or the best</p>	Attendance clerk Administrators Counselors Social Workers Teachers	Attendance reports



## 2016-2017 School Improvement Planning Tool: COUSINS MIDDLE SCHOOL

Predictor for High School Graduation					
Percent of students' assessments scoring at Proficient or Distinguished Learner on Georgia Milestones EOGs or EOCs	<b>ELA-31.7%</b> <b>Math—26.9%</b> <b>Science—25.7%</b> <b>Social Studies—25.5%</b>	ELA: 65% all grades Math: 65% all grades Science: 65% all grades Social Studies: 65% all grades	attendance. Provide additional support during Focus Time. Continue to implement higher order thinking questions and strategies. Effectively plan lessons that have clear learning targets and aligned to the standards. Implement interventions to support students struggling in reading and math.	Teachers Counselors Administrators	GA Milestones EOG/EOC Formative Assessments
EXCEEDING THE BAR					
Indicator	15-16 CCRPI Status (indicate if you anticipate received Exceeding the Bar Points for the indicator by Y/N)	16-17 Goal (indicate if you expect to receive exceeding the bar points for the indicator by Y/N)	If you indicated "Y" for your 2016-2017 goal, what strategies will you use to achieve the points for the indicator?	If you indicated "Y" for your 2016-2017 goal what person(s) is responsible	If you indicated "Y" for your 2016-2017 goal how will it be measured?
Percent of students in grades 6-8 earning a passing score in above grade level core courses	ELA: 70% Math: 82% Science: 72% Social Studies: 65%	85%	Provide additional support during Focus Time. Closely monitor student performance and regularly communicate with	Teachers Counselors Administrators	GA Milestones EOG Report Cards



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<p>(ELA, reading, mathematics, science, social studies) and scoring at Proficient Learner or above on all Georgia Milestones EOGs</p>			<p>parents.</p> <p><b>Implement interventions to support students struggling in reading and math.</b></p> <p><b>Implement Z.A.P after each progress grading period.</b></p>		
<p>Percent of students earning a passing score in world language courses or earning a passing score in fine arts courses</p>	<p><b>98.1%</b></p>	<p><b>100%</b></p>	<p><b>Provide enrichment opportunities for students meeting and exceeding standards.</b></p> <p><b>Implement higher order thinking questioning and tasks in weekly lesson plans.</b></p> <p><b>Promote goal setting through classroom guidance with counselors.</b></p> <p><b>Monitor goals during Focus time.</b></p>	<p><b>Teachers</b> <b>Counselors</b></p>	<p><b>GA Milestones</b></p>
<p>School has earned a Georgia Science, Technology, Engineering and Math (STEM) or Science, Technology, Engineering, Arts and Math (STEAM) Program Certification</p>	<p><b>N</b></p>	<p><b>N</b></p>			



**2016-2017 School Improvement Planning Tool: COUSINS MIDDLE SCHOOL**

<p>Percent of teachers utilizing the Statewide Longitudinal Data System (SLDS)</p>	<p><b>100%</b></p>	<p><b>100%</b></p>	<p>Closely monitor the use of SLDS by teachers and administrators.</p> <p>Generate quarterly usage reports and share with faculty.</p>	<p>School administrators</p>	<p>SLDS reports</p>
<p>School or LEA-defined <b>innovative practice</b> accompanied by data <b>supporting improved student achievement:</b> examples include but are not limited to Charter System, Georgia College and Career Academy, Striving Reader initiative, dual language immersion program, Literacy Design Collaborative (LDC) and/or Mathematics Design Collaborative (MDC), <b>Response to Intervention (RTI)</b>, Positive Behavioral Interventions &amp; Supports (PBIS), local</p>	<p><b>Intervention Group 1:</b> <b>Below 50<sup>th</sup> percentile decreased by 8.3%</b> <b>Mean scale of Group 1 increased from 611 to 666.</b></p> <p><b>Group 2:</b> <b>Below 50<sup>th</sup> percentile decreased by 16.7%</b> <b>Mean scale score of Group 2 increased from 592 to 656.</b></p>	<p><b>“Y”</b></p> <p><b>Decrease # students enrolled in Accelerated Math 2.0 performing below the 50<sup>th</sup> percentile by 5%.</b></p> <p><b>Increase the mean scale score of students enrolled in Accelerated Math 2.0 by 5%.</b></p>	<p><b>Implement Accelerated Math 2.0 as an intervention for students performing in the “urgent invention and intervention” category as measured by STAR Math</b></p> <p>Closely monitor implementation of intervention</p>	<p><b>Title I Math Teacher</b> <b>RTI Team Administrator</b></p>	<p><b>Quarterly STAR Math scores</b></p> <p><b>Accelerated math reports</b></p>



**2016-2017 School Improvement Planning Tool: COUSINS MIDDLE SCHOOL**

<p>instructional initiatives, etc. Practice must be reported via the CCRPI Data Collection application.</p>					
<p>School or LEA <b>Research/Evidence-based Program/Practice</b> designed to facilitate a <b>personalized climate</b> in the school: examples include but are not limited to Teachers as Advisors program; mentoring program; <b>Positive Behavioral Interventions &amp; Supports (PBIS)</b>; service-learning program; peer mediation; conflict mediation.</p>	<p><b># of ODRS-455 21% increase</b></p> <p><b>#ISS days—439 9% increase</b></p> <p><b>#OSS days—616 30% increase</b></p>	<p><b>“Y”</b></p> <p><b>Decrease ODRs by 16%.</b></p> <p><b>Decrease number of ISS days by 10%</b></p> <p><b>Decrease number of OSS days by 22%.</b></p>	<p><b>Increase Star Rating to 5/5</b> <b>Use PBIS Advisory Team as Peer Mentors</b></p> <p><b>Obtain Operational PBIS status by reducing total number of discipline events by 16%.</b></p> <p><b>Re-implement PBIS strategies by re-teaching staff and student’s expectations, reward students for positive behaviors, increase incentives for teachers.</b></p> <p><b>Continue to implement BEST New Teacher Program Practices.</b></p> <p><b>Implementation of PBIS, use Cardinal Cash, and other incentives to reward positive student behavior, recognize teachers.</b></p> <p><b>Provide increased number of incentives/opportunities for students to use Cardinal Cash, train students to be leaders and mentor/mediate with other students.</b></p>	<p><b>PBIS Team Administrators</b></p>	<p><b>SWISS data</b></p> <p><b>Discipline data</b></p>



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			<b>Support new teachers by pairing new teachers with mentors that will meet with them monthly and support them as they acclimate to a new career</b>		
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