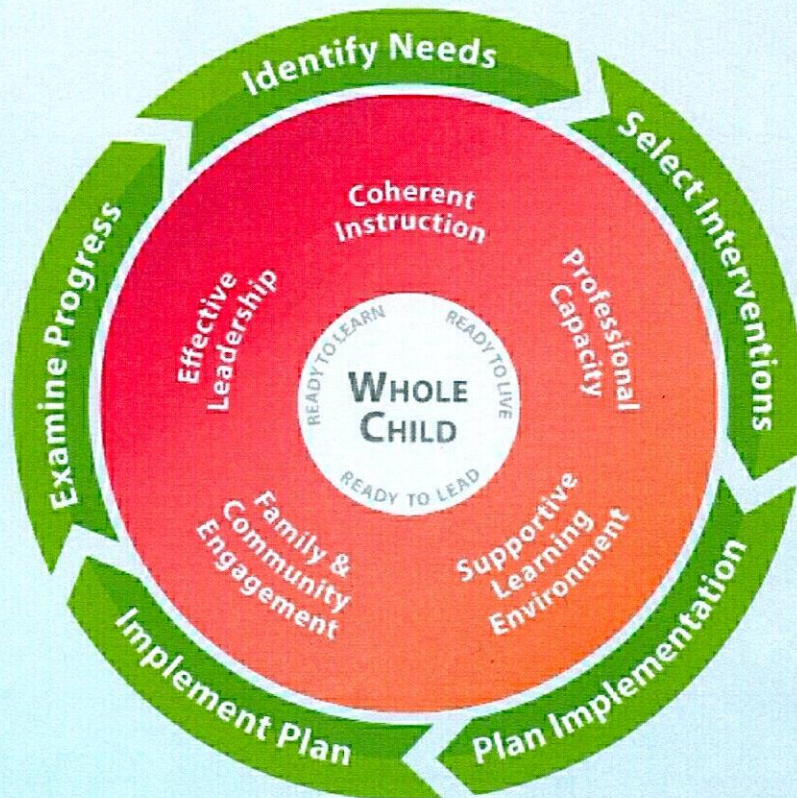


School Improvement Plan 2022 - 2023



**Marion County
Marion County Middle/High School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Marion County
School Name	Marion County Middle/High School
Team Lead	Derek Goodroe, Principal
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (all Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Instructional practices for students in grades 6-12 will target learning gaps in math due to inconsistent access to the curriculum caused by the Covid-19 pandemic.
Root Cause # 1	Poor foundational mathematical skills, proper teacher placement, underdeveloped tier 1 instruction, ongoing professional development
Goal	By the end of 22-23, MCMHS will decrease the percentage of beginning learners in Mathematics by at least 10% in grades 6-12.

Action Step # 1

Action Step	Improve T-1 instruction in math, implement teacher-student data conferences so students can take ownership of their learning, and utilize progress monitoring tools to ensure that students are making ongoing progress.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment

Action Step # 1

Success Criteria for Implementation	Monthly SLT, Leadership and Department meetings
Success Criteria for Impact on Student Achievement	Monthly SLT, Leadership, department and faculty meeting
Position/Role Responsible	School Admin
Timeline for Implementation	Yearly

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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2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Instructional practices for students in grades 6-12 will target learning gaps in reading due to inconsistent access to the curriculum caused by the Covid-19 pandemic.
Root Cause # 1	Poor foundational reading skills, proper teacher placement, underdeveloped Tier 1 instruction and ongoing professional development
Goal	By the end of 22-23, MCMHS will increase the percentage of students by 7% who achieve on grade level reading in English Language Arts in grades 6-12 as prescribed by Georgia Milestones Assessment.

Action Step # 1

Action Step	Improve Tier 1 instruction
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	SLT, Leadership and Department Meetings

objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.

3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>The School Council meets quarterly and is comprised of parents, teachers, school leaders, and student support personnel. They review school improvement plans, wellness policies, school-parent compact along with other pertinent policies to ensure stakeholder involvement in the implementation and ongoing product enhancement/revision process.</p>
<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>For those economically disadvantaged students that struggle academically, support will be provided through the program(s) that best supports their academic achievement. Support may be provided through any one or more of the following; remedial education, special education, ESOL, migrant education program, school counseling program, social services and supplemental instruction services. Support will also be available through collaboration with community agencies such as: drug awareness/prevention programs and faith based community, etc. 100% of our content specific teachers hold a highly-qualified certificate which ensures that economically disproportionate students are not served at disproportionate rates.</p>
<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>Graduation Recovery Program is an ongoing program which was designed to help motivate students with various risk factors which lead to the students' inability to complete high school. The Edgenuity Program is a webbed based blended learning instructional model that addresses all content areas. Progress monitoring reports are data-driven which aids teachers in developing strategies in closing the gaps in reading and math for struggling learners.</p>
<p>4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2)</p>	<p>N/A</p>

ADDITIONAL RESPONSES

<p>8. Use the space below to provide additional narrative regarding the school's improvement plan.</p>	<p>MCMHS has numerous programs in place to address the needs of all students. Each student's achievement is examined carefully to determine strengths, weakness, and overall needs. Students are then placed in classes and given additional services based on his/her needs.</p> <p>Students that meet the eligibility criteria for gifted services will be provided service through an advanced content model. All teachers in advanced content meet the qualifications for highly qualified. In the Middle School, seven teachers hold gifted certification. There are at least two gifted certified teachers on each of the seven instructional teams. In the High School, we offer English 9 Honors, Honors Geometry, Honors Biology, Honors Chemistry, Honors Algebra II, Honors Economics and Honors Physics. A teacher that holds a gifted certification teaches each one of our honor classes. We also offer AP classes as well such as AP Biology, AP American Language, AP Government and AP U. S. History. A teacher that holds an AP certification teaches each one of our AP classes.</p>
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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>Middle to high school transition is facilitated by a 5th-12th grade mentoring program called "RISE" (Reflections in Senior Experience). Senior mentors meet with 5th graders in order to teach them about goal-setting. They also provide them with guided tours of the middle/high school and advice about real-world middle/high school problems, such as, "What clubs should I join?" and "What behaviors are better left in elementary school?" The experience culminates with a heartfelt ceremony in which the seniors visit the elementary school in their caps and gowns and the 5th graders and teachers give them a kind sendoff.</p>
<p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>Middle to high school transition is facilitated by a 5th-12th grade mentoring program called "RISE" (Reflections in Senior Experience). Senior mentors meet with 5th graders in order to teach them about goal-setting. They also provide them with guided tours of the middle/high school and advice about real-world middle/high school problems, such as, "What clubs should I join?" and "What behaviors are better left in elementary school?" The experience culminates with a heartfelt ceremony in which the seniors visit the elementary school in their caps and gowns and the 5th graders and teachers give them a kind sendoff.</p> <p>Postsecondary transition begins in 6th grade due to BRIDGE legislation. Students must fulfill requirements that lead them toward college and career readiness, such as taking a career interest inventory and saving their career clusters or individual career interests in both 6th and 7th grades. 8th grade students follow up with an Individual Graduation Plan that assists in planning their schedule and with goal-setting for the next four years of high school. During high school, students are able to participate in many transition-related activities, including, but not limited to: YouScience aptitude evaluations; Grad Night college fair; dual enrollment planning-preparation-execution; Youth Apprenticeship; college, technical college, and military guest speakers and recruitment visits. Seniors are led through the college application process during Apply to College Day by admissions professionals and are also assisted with the filing of their FAFSA.</p>
<p>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>Positive reinforcements for middle school and high school students are utilized through such programs as SOM (Student of the Month) and Reward Day based on good behavior monthly. Our school counselors create Character Education Lessons and invite special guest speakers to reinforce the importance of positive character.</p>

Action Step # 1

Success Criteria for Impact on Student Achievement	ongoing monitoring of student data
Position/Role Responsible	School Admin
Timeline for Implementation	Yearly

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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