



School Improvement Plan 2020 - 2021



**Fayette County
Booth Middle School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Fayette County
School Name	Booth Middle School
Team Lead	Steve Greene

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
<input type="checkbox"/>	'FUND 400' - Consolidation of Federal funds only

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

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Strengthen systemic instructional practices to support student growth and achievement
Root Cause # 1	Lack of consistency in the use of Instructional Framework
Goal	Decrease by 3% the number of students failing two or more core content courses for the 2020-21 school year.

Action Step # 1

Action Step	Teachers will collaborate to review pacing, units and resources to support instruction, utilizing various digital resources to provide students individual learning experiences and to remediate/accelerate learning.
Funding Sources	N/A
Subgroups	N/A
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Grade reports, teacher observation and collaborative team meeting notes.
Position/Role Responsible	Administrative Team
Timeline for Implementation	Quarterly

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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Action Step # 2

Action Step	Teachers will utilize formative assessment practices with learning targets to assist student in learning to practice self-monitoring.
Funding Sources	N/A
Subgroups	N/A
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Grade-book use, teacher observation and collaborative team meeting notes.
Position/Role Responsible	Administrative Team
Timeline for Implementation	Monthly

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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Action Step # 3

Action Step	Teachers will utilize LMS to communicate instructional information to students and parents.
Funding Sources	N/A
Subgroups	N/A
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Reviewing LMS design and analytics and collaborative team meeting notes
Position/Role Responsible	Administrative Team, Team Leaders, and CCP's
Timeline for Implementation	Monthly

Action Step # 3

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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Action Step # 4

Action Step	Staff will utilize various supports such as peer tutoring, STEAM club, the tier process, Saturday school, counselor check in and small group Literacy.
Funding Sources	N/A
Subgroups	N/A
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Grade reports, teacher observation and collaborative team meeting notes.
Position/Role Responsible	Administrative Team, Team Leaders, and CCP's
Timeline for Implementation	Monthly

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

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve upon the PBIS framework and practices to recognize and support improvement of student behaviors
Root Cause # 1	Inconsistent application of established PBIS framework and practices.
Goal	By the end of the 2020-2021 school year, every student will have at least one documented positive reinforcement by a staff member.

Action Step # 1

Action Step	Team teachers will consistently meet to discuss and recognize student behavior and analyze data.
Funding Sources	N/A
Subgroups	N/A
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Team meetings notes
Position/Role Responsible	Team Leaders
Timeline for Implementation	Weekly

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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Action Step # 2

Action Step # 2

Action Step	Teachers and staff will regularly recognize positive student behavior by awarding Booth bucks or a Booth brag note mailed to the student.
Funding Sources	N/A
Subgroups	N/A
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	A spreadsheet will be created with each student name and a para will keep track of who has received a positive contact.
Position/Role Responsible	Teacher, Academic Para, Administration
Timeline for Implementation	Weekly

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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3. REQUIRED QUESTIONS

3.1 Stakeholders, Serving Children, 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) was accomplished.</p>	<p>The student health survey allows parents and students to share their perspectives on school climate. Parent involvement is sought through PTO meeting as well as school council meetings. The PBIS committee regularly sends out surveys and monitors feedback throughout the year.</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>N/A</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>N/A</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) 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.</p>	<p>N/A</p>

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>N/A</p>
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<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>Students are able to earn high school credits in eighth grade through math, science, and world languages. High school counselors coordinate with middle school counselors to begin their four year plan to include education and advisement over pathways, Advanced Placement, dual enrollment, and elective programs.</p>
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<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>Staff will utilize the PBIS framework to reinforce, encourage and support positive behaviors thus decreasing the number of days student are out of class. Utilize the hybrid schedule in order to maximize face-to-face instructional time by having students serve consequences on virtual learning days instead of missing face-to-face class time. We will decrease the number of OSS days given by replacing them with ISS days during the virtual learning days.</p>
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ADDITIONAL RESPONSES

<p>8 Use the space below to provide additional narrative regarding the school's improvement plan</p>	
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