

## Georgia Department of Education Title I Schoolwide/School Improvement Plan

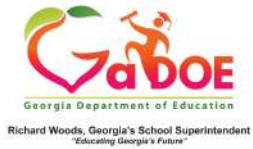
SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
<b>School Name:</b> Forest Park Middle School	<b>District Name:</b> Clayton County Public Schools	
<b>Principal Name:</b> Monique Drewry	<b>School Year:</b> 2019-2020	
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ESEA WAIVER ACCOUNTABILITY STATUS		
(Check all boxes that apply and provide additional information if requested.)		
<b>Priority School</b> <input type="checkbox"/>	<b>Focus School</b> <input type="checkbox"/>	
<b>Title I Alert School</b> <input type="checkbox"/>		
<b>Principal's Signature:</b>		<b>Date:</b>
<b>Title I Director's Signature:</b>		<b>Date:</b>
<b>Superintendent's Signature:</b>		<b>Date:</b>
<b>Revision Date:</b> 11/17/2018	<b>Revision Date:</b>	<b>Revision Date:</b>



## **Georgia Department of Education Title I Schoolwide/School Improvement Plan**

### SWP Template Instructions

- All components of a Title I Schoolwide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists, all components/elements marked as “Not Met” need additional development.
- Please add your planning committee members on the next page.
- The first ten components in the template are required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).
- Please submit your School Improvement Plan as an addendum after the header page in this document.



**Georgia Department of Education  
Title I Schoolwide/School Improvement Plan**

**Planning Committee Members**

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Monique Drewry		Principal
Derwin Binion		Math Chair
Sharron Glover-Wilson		ELA Chair
Jose Cruz-Auffant		ESOL Lead Teacher
Chemily Thomas		8 <sup>th</sup> grade Chair and Social Studies teacher
Almetta Wilson		Parent Liaison
Malakia Wright		Assistant Principal
Jennifer Lee		Parent
Charlette West		Lead Counselor

## Georgia Department of Education Title I Schoolwide/School Improvement Plan

### SWP/SIP Components

1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).

*Response:*

- A. Forest Park Middle School's school-wide Title I plan was developed by a subset of individuals who will carry out the comprehensive school-wide school improvement program initiatives. Those persons involved are members of the FPMS Leadership team, teachers, parents, and district leadership staff. These stakeholders assisted with reviewing assessment and survey data and writing the plan.
  
- B. We reviewed several sources of data. All data were presented in a chart format that visually represented student performance over the past three years to allow groups to easily identify weaknesses and strengths in student performance. Student assessment data and results from the 2019 College and Career Readiness Index were reviewed. The results were compiled and disaggregated by members of the leadership team in order to identify strengths and weaknesses and patterns across our population. The stakeholders that were involved in completing the needs assessment were parents, teachers, and instructional support staff. During pre-planning and during department meetings, the school's instructional and organizational effectiveness was studied and discussed. Brainstorming was used as a strategy to come up with action steps and interventions sought. Throughout the development of this plan, we took into account the needs of all students, including students with disabilities, limited English learners, homeless, migrant, and other subgroups. During a the first parent meeting, the school's data profile was shared and input was sought from attendees about where funds should be allocated and how parents' needs could be better supported as it relates to their instructional support at home.

We have used the following instruments, procedures, and processes were studied to obtain this information:

- Georgia Milestones Assessment System Data – The state of Georgia's standardized tests that are administered to all students in grades 3-12 in select content areas at the end of the grade for grades 3-8 and at the end of select courses for grades 9-12
- Retention Rates – a measure of how many students are retained in their current grade levels for failure to meet promotion criteria
- Student Attendance Rates – a measure of how many students are marked absent from school
- Teacher Attendance Rates – a measure of how many teachers are marked absent from school
- Migrant and Homeless student data – a measure of the number of students whose parents or guardians have provided information or documentation that



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there changes in enrollment are affected by seasonal work or they do have a residency in their name (either lease or mortgage), respectively

- Student Discipline data – a measure of the number of students who have had disciplinary infractions and in-school and/or out-of school consequences
- Parent Involvement data – a measure of the number of parents who attend parent involvement activities, volunteer, and/or provide feedback to the school on school-related matters
- Brainstorming and Collaborative Planning – artifacts and evidence from sessions with stakeholders where meet to discuss school-related matters and issues and collaborate on best practices, resources, and other ideas
- TKES/LKES Data – data from teacher and leader evaluation systems
- Stakeholder Surveys – input gathered from completed parents, students, faculty, and staff surveys on a variety of school-related matters
- Individual Education Plans – information from plans created and implemented to support the academic and social success of students receiving Special Education support

- C. Forest Park Middle School does not have a migrant student population at this time. In the event the school gains a migrant population, the school will follow district, state, and federal guidelines to ensure that migratory students will achieve the same goals set for all students. We will diagnose their needs, create and maintain a profile based on the needs assessment, plan engaging instruction, teach GA Common Core performance standards, assess mastery, reteach with appropriate interventions/RTI, and administer summative assessments to determine if mastery is achieved or further intervention is required. In addition, all parents or guardians enrolling a child in the school will receive a survey that determines whether or not the child will identified as migrant. The original form is sent to the Office of Federal Programs to be forwarded to the GaDOE-Migrant ABAC Office. A copy of the completed survey is maintained in the student's cumulative folder.

- D. We have reflected on current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. We have also reviewed the data for Writing, Math, Science, English/Language Arts, and Social Studies. Although our teachers work continuously to extend student learning in a way that each child gains a deeper understanding of the content, there continues to be additional room for growth in math, English/Language Arts, social studies, and science.



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**Table 1: Sixth Grade English Language Arts (Georgia Milestones)**

6 <sup>th</sup> Grade ELA	2018 Percentage of Students Scoring in Each Achievement Level					2019 Percentage of Students Scoring in Each Achievement Level					PL +DiL 2018 to 2019 change
	BL	DL	PL	DiL	PL+DiL	BL	DL	PL	DiL	PL+DiL	
All Students	57	29	13	1	14	55	28	15	1.6	16.6	2.6
All Regular Ed	51	32	15	1	16	48.5	32	17.5	1.9	19.4	3.4
All LEP	83	17	0	0	0	89.5	10.5	0	0	0	0
All SWD	94	6	0	0	0	79.4	14.7	5.9	0	5.9	5.9
Black	61	28	10	1	11	50.6	26.4	21.8	1.1	22.9	11.9
Hispanic	55	29	15	1	16	44.1	34.3	20.6	1.0	21.6	5.6

Data from the 2018 and 2019 show that there was a noticeable change in performance of the sixth grade students in ELA across the board; although the majority of the sixth grade students performed at the Beginning and Developing Learner levels. Regular Education, SWD, Hispanic students, and Black students showed a decrease in the number of students in the beginning learner category from 2018 to 2019. We will continue to identify and implement best teaching and learning literacy practices to ensure that 100% of all test takers are either Proficient or Distinguished Learner in English/Language Arts.

Additionally, 34% of the students tested at or above grade level in Reading. There was no change in reading level from 2018 to 2019.

**Table 2: Sixth Grade Mathematics (Georgia Milestones)**

6 <sup>th</sup> Grade Math	2019 Percentage of Students Scoring in Each Achievement Level					2019 Percentage of Students Scoring in Each Achievement Level					PL +DiL 2018 to 2019 change
	BL	DL	PL	DiL	PL+DiL	BL	DL	PL	DiL	PL+DiL	
All Students	51	35	12	1	13	46.5	42	10.3	1.2	11.5	-1.5
All Regular Ed	47	38	14	1	15	38.8	48.1	11.7	1.5	13.2	-1.8
All LEP	59	34	7	0	7	78.9	21.1	0	0	0	-7
All SWD	84	13	3	0	3	88.2	11.8	0	0	0	-3
Black	63	28	8	1	9	47.1	44.8	5.7	2.3	8	-1
Hispanic	40	43	16	1	17	48	33.3	16.7	2	18.7	+1.7

Data from the 2018 and 2019 show that there was a decrease in performance of the sixth grade students in Math across the board; and, the majority of the sixth grade students performed at the Beginning and Developing Learner levels. Our Hispanic students are the only students to show growth. We will continue to identify and implement best teaching and learning

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numeracy practices to ensure that 100% of all test takers are either Proficient or Distinguished Learner in Math.

**Table 3: Seventh Grade English Language Arts (Georgia Milestones)**

7 <sup>th</sup> Grade English Language Arts	2018 Percentage of Students Scoring in Each Achievement Level					2019 Percentage of Students Scoring in Each Achievement Level					PL +DiL 2018 to 2019 change
	BL	DL	PL	DiL	PL+DiL	BL	DL	PL	DiL	PL+DiL	
All Students	51	37	12	0	12	55.1	32.9	11.1	0.9	12	0
All Regular Ed	46	40	14	0	14	49.5	36.7	12.7	1	13.7	-0.3
All LEP	74	26	0	0	0	93.5	6.5	0	0	0	0
All SWD	86	14	0	0	0	90.9	6.1	0	0	0	0
Black	58	31	10	0	10	67.8	23.5	6.1	2.6	8.7	-2.3
Hispanic	46	43	11	0	11	44.7	31.8	22.4	1.2	23.6	12.6

Data from the 2018 and 2019 show that there was a slight decrease in performance of Regular Education and Black seventh grade students in English Language Arts. Our Hispanic 7<sup>th</sup> grade students showed a significant improvement in their achievement. The majority of the seventh grade students performed at the Beginning and Developing Learner levels. We will continue to identify and implement best teaching and learning literacy practices to ensure that 100% of all test takers are either Proficient or Distinguished Learner in English Language Arts.

Additionally, 48% of 7<sup>th</sup> grade students reading at or above grade level.

**Table 4: Seventh Grade Mathematics (Georgia Milestones)**

7 <sup>th</sup> Grade Mathematics	2018 Percentage of Students Scoring in Each Achievement Level					2019 Percentage of Students Scoring in Each Achievement Level					PL +DiL 2018 to 2019 change
	BL	DL	PL	DiL	PL+DiL	BL	DL	PL	DiL	PL+DiL	
All Students	44	39	13	3	16	47	36.8	13.7	2.6	16.3	0.3
All Regular Ed	38	42	15	4	19	43.1	38.7	15.2	2.9	18.1	-0.9
All LEP	70	22	9	0	9	77.4	22.6	0	0	0	-9
All SWD	83	17	0	0	0	87.9	9.1	3	0	0	3
Black	52	35	10	3	13	53.9	38.3	7.8	0	7.8	-5.2
Hispanic	36	46	17	2	19	40	45.9	12.9	1.2	14.1	-4.9

Data from the 2018 and 2019 show that there was a decrease in performance of the seventh grade students in Math across the board, especially with LEP 7<sup>th</sup> grade students; and, the majority of the seventh grade students performed at the Beginning and Developing Learner levels. Our SWD students are the only students to show growth. We will continue to identify



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and implement best teaching and learning numeracy practices to ensure that 100% of all test takers are either Proficient or Distinguished Learner in Math, especially with our LEP students.

**Table 5: Eighth Grade English Language Arts (Georgia Milestones)**

8 <sup>th</sup> Grade English Language Arts	2018 Percentage of Students Scoring in Each Achievement Level					2019 Percentage of Students Scoring in Each Achievement Level					PL +DiL 2018 to 2019 change
	BL	DL	PL	DiL	PL+DiL	BL	DL	PL	DiL	PL+DiL	
All Students	37	44	17	2	19	42.1	38.2	17.1	2.6	19.7	0.7
All Regular Ed	31	48	19	3	22	35.4	41.9	19.7	3.0	22.7	0.7
All SWD	76	21	3	0	3	96.2	3.8	0	0	0	-3
Black	43	44	12	1	13	57.1	33	8.8	1.1	9.9	-3.1
Hispanic	30	44	24	2	26	52.6	34	12.4	1.0	13.4	-12.6

Data from the 2018 and 2019 show that there was very little improvement in the performance of all eighth grade students in English Language Arts. Our Regular education saw very little growth. They were the only student group to show an increase. The majority of the eighth grade students performed at the Beginning and Developing Learner levels, especially our SWD students. We will continue to identify and implement best teaching and learning literacy practices to ensure that 100% of all test takers are either Proficient or Distinguished Learner in English Language Arts.

There was a 3% decrease in the number of students reading at or above grade level (from 52% to 49%).

**Table 6: Eighth Grade Mathematics (Georgia Milestones)**

8 <sup>th</sup> Grade Mathematics	2018 Percentage of Students Scoring in Each Achievement Level					2019 Percentage of Students Scoring in Each Achievement Level					PL +DiL 2018 to 2019 change
	BL	DL	PL	DiL	PL+DiL	BL	DL	PL	DiL	PL+DiL	
All Students	41	43	15	1	16	46.3	36.6	14.1	2.9	17	1
All Regular Ed	35	48	16	1	17	40.3	39.8	16.5	3.4	19.9	2.9
All SWD	76	17	7	0	7	69.2	26.9	3.8	0	3.8	-3.2
Black	45	46	9	0	9	47.3	38.5	11.0	3.3	14.3	5.3
Hispanic	32	42	24	1	26	48.5	36.1	13.4	2.1	15.5	-10.5

Data from the 2018 and 2019 show that there was an increase in performance of all eighth grade students in Math, especially with our Regular ed and Black students. There were several 8<sup>th</sup> grade students who took the Algebra I End-of-Course assessment instead of the 8<sup>th</sup> grade Math GMAS. They have been excluded from these calculations. Regardless, the majority of



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the eighth grade students performed at the Beginning and Developing Learner levels. We will continue to identify and implement best teaching and learning numeracy practices to ensure that 100% of all test takers are either Proficient or Distinguished Learner in Math, especially with our Hispanic and SWD 8<sup>th</sup> grade students..

**Table 7: Eighth Grade Science (Georgia Milestones)**

8 <sup>th</sup> Grade Science	2018 Percentage of Students Scoring in Each Achievement Level					2019 Percentage of Students Scoring in Each Achievement Level					PL +DiL 2018 to 2019 change
	BL	DL	PL	DiL	PL+DiL	BL	DL	PL	DiL	PL+DiL	
All Students	65	24	9	1	10	66	28	5.5	0.5	5.5	-4.5
All Regular Ed	63	25	11	1	12	60.6	32.4	6.5	0.6	7.1	-4.9
All SWD	78	22	0	0	0	96.3	3.7	0	0	0	0
Black	70	22	7	1	8	74.8	22.3	2.9	0	2.9	-5.1
Hispanic	55	31	13	2	15	53.1	38.3	7.4	1.2	8.6	-6.4

Data from the 2018 and 2019 show that there was a decrease in performance of all eighth grade students in Science. None of the advanced honors/gifted students took the GMAS science assessment. They took the End-of-Course assessment instead. The majority of the eighth grade students performed at the Beginning and Developing Learner levels. We will continue to identify and implement best teaching and learning science practices to ensure that 100% of all test takers are either Proficient or Distinguished Learner in Science.

**Table 8: Eighth Grade English Social Studies (Georgia Milestones)**

8 <sup>th</sup> Grade Social Studies	2018 Percentage of Students Scoring in Each Achievement Level					2019 Percentage of Students Scoring in Each Achievement Level					PL +DiL 2018 to 2019 change
	BL	DL	PL	DiL	PL+DiL	BL	DL	PL	DiL	PL+DiL	
All Students	40	43	17	1	18	46.6	40.8	9.9	2.7	12.6	-5.4
All Regular Ed	35	45	19	1	20	41.5	44.6	10.8	3.1	13.9	-6.1
All SWD	69	31	0	0	0	85.2	11.1	3.7	0	3.7	3.7
Black	44	44	11	1	12	53.6	35.7	8.9	1.8	10.7	-1.3
Hispanic	33	43	23	1	24	40.2	48.9	8.7	2.2	10.9	-13.1

Data from the 2018 and 2019 show that there was a decrease in performance of all eighth grade students in Social Studies, except with the students with disabilities. The majority of the eighth grade students performed at the Beginning and Developing Learner levels, especially our SWD students. We will continue to identify and implement best teaching and learning social studies practices to ensure that 100% of all test takers are either Proficient or Distinguished Learner in Social Studies.



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**Table 9: Eighth Grade Algebra I End-of-Course Assessment (Georgia Milestones)**

8 <sup>th</sup> Grade Math	2018 Percentage of Students Scoring in each Achievement Level for Algebra I					2019 Percentage of Students Scoring in each Achievement Level for Algebra I					PL +DiL 2018 to 2019 change
	BL	DL	PL	DiL	PL+DiL	BL	DL	PL	DiL	PL+DiL	
All Students	7	50	36	7	43	14	24	43	19	62	19
All Regular Ed	7	50	36	7	43	14	24	43	19	62	19
Black						11.1	44.4	22.2	22.2	44.4	N/A
Hispanic	12	47	35	6	41	11.1	11.1	66.7	11.1	77.8	36.8

Data from the 2018 and 2019 show that there was a marked increase in performance of all advanced eighth grade students taking high school math. The majority of the eighth grade students performed at the Proficient and Distinguished Learner levels, except for Black 8<sup>th</sup> grade advanced students. We will continue to identify and implement best teaching and learning numeracy practices to ensure that 100% of all test takers are either Proficient or Distinguished Learner in honors/gifted Math.

**Table 10: Eighth Grade Physical Science End-of-Course Assessment (Georgia Milestones)**

8 <sup>th</sup> Grade HS Physical Science	2018 Percentage of Students Scoring in each Achievement Level					2019 Percentage of Students Scoring in each Achievement Level					PL +DiL 2018 to 2019 change
	BL	DL	PL	DiL	PL+DiL	BL	DL	PL	DiL	PL+DiL	
All Students	35	25	40	0	40	23.1	34.6	42.3	0	42.3	2.3
All Regular Ed	35	35	40	0	40	23.1	34.6	42.3	0	42.3	2.3
Black	22	22	56	0	56	27.3	27.3	45.5	0	45.5	-10.5
Hispanic	46	27	27	0	27	20	40	40	0	40	13

Data from the 2018 and 2019 show that there was an increase in performance of all honors/gifted eighth grade students taking high school Physical Science, except for our Black students. The majority of the students performed at the Developing and Proficient Learner levels. We will continue to identify and implement best teaching and learning science practices to ensure that 100% of all test takers are either Proficient or Distinguished Learner in high school Physical Science.

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### **Retention Rate**

Less than 1% of the students at Forest Park MS are retained at their current grade level.

### **Student Attendance**

Student daily attendance rate was 94% for the 2018-2019 school year. A plan will be put in place during the 2019-2020 school year to address student attendance issues at the school.

### **Teacher Attrition Rate**

Less than 11% of teachers left Forest Park MS for reasons other than teacher retirement.

### **Disciplinary Infractions**

There were 44 fewer student incidents that led to an OSS disposition for the 2018-2019 school year. A school will continue with its implementation of the PBIS program in conjunction with working with behavior specialists to reduce the number of discipline referrals and suspensions.

E. We have based our plan on information about all students in the school and identified students and groups who are not yet achieving to the state academic content standards and the state student academic achievement standard including:

- Economically disadvantaged (ED) students who may experience lack of opportunities or exposure to a variety of outside learning opportunities. 96% of our students are Economically disadvantaged. CCPRI reports indicated that these students did not meet subgroup performance in any area.
- Students from a variety of racial and ethnic groups have diverse ways of acquiring new information.
- Students with disabilities who individualized educational plans to support the most appropriate instructional strategies to utilize and instructional modifications that are necessary to address their learning strengths and weaknesses. Students with disabilities make up 14.7% of our student population. Previous CCRPI reports indicate those students not meet subgroup performance in any area.
- Students with limited English proficiency sometimes require instructional modifications to effectively have access to the curriculum to gain understanding.

F. After reviewing our data, we found that Forest Park Middle School has many strengths:

### **The major strengths we found in our program were:**

- Improving the achievement for our Hispanic students in most of the core areas.
- Teaching the language standards in English/Language Arts for almost all of the 6<sup>th</sup> grade student groups.
- Improving the achievement for our advanced learners in 8<sup>th</sup> grade Physical Science and Algebra I.

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- Reducing discipline infractions that warrant out of school suspension.

On the other hand, we have areas of concerns about students in every content:

**The major needs we discovered were:**

- Reading comprehension in all grades levels.
- Reading skills and vocabulary acquisition across all grade levels.
- Narrative and Informational writing across all grade levels.
- All domains in Math across all grade levels (numbers and operations, geometry, algebra, and data analysis and probability)
- Force and motion and Energy and its transformations and Chemistry standards in 8<sup>th</sup> grade Science.
- History, Government/Civics, and Economics in 8<sup>th</sup> grade Social Studies

As a result of the newly revised College and Career Readiness Performance Index and the new Common Core GPS, we will address:

- **Curriculum support for parents to foster greater involvement and greater empowerment with instructional support for their children**
  - **ELA**
    - Reading informational text
    - Reading Skills and Vocabulary Acquisition
    - Grammar and Sentence Construction
    - Writing across several genres
  - **Math**
    - Numbers and Operations
    - Data Analysis and Probability
    - Geometry
    - Algebra
  - **Science**
    - All domains
  - **Social Studies**
    - History
    - Government/Civics
    - Economics
- The specific academic needs of our students that are to be addressed in the school-wide program plan will be reading fluency, math fluency, evidence-based writing in all content areas, critical thinking, and academic discourse in all content areas. These areas undergird our instructional program. Constant exposure to complex text and rich academic discourse will improve student vocabulary acquisition and increase student exposure to the sound

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mechanics of writing conventions. Math fluency practice will provide the foundation for more complex math skills.

After performing root cause analyses, we discovered the following causes for low achievement:

- With a highly mobile population, teachers failed to identify the specific learning needs of academically at-risk students in a timely fashion. Additionally, teachers did not effectively differentiate instruction to address the specific needs of all subgroups and all ability levels.
- Ineffective collaboration among content teachers, using a variety of data sources, to identify appropriate research-based instructional strategies to deliver the content at higher levels.
- More novice teachers than expert teachers on staff, especially in the Language Arts department.
- Novice teachers teaching the most at-risk students
- Minimal parental involvement and/or inability of parents to reinforce skills at home.

G. We believe that if we address these identified causes of low achievement our students will show growth in all academic core areas. The measurable goals/benchmarks we have established to address the academic needs are below. Our progress towards the goals were measured by the following assessment types:

- Teacher-made common assessments
- District-created assessments aligned to state standard
- Accelerated Reader, myON and Scholastic Lexile reading assessments
- Math 180 inventories
- iReady growth reports

The measurable goals/benchmarks we have established to address the needs were:

### **Goals for Academic Achievement (subject areas)**

- English/Language Arts –
  - Improve literacy competency levels as measured by a 5% increase in the percentages of students scoring in the proficient or distinguished learner categories in each grade levels: with a 95% participation rate on the EOG Georgia Milestones Assessment.
  - Increase the percentages of students reading at/or above grade level (as measured by their Lexile scores) by 5%.

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- For each subgroup identified, increase the number of students scoring in the proficient or distinguished learner categories by 6%.
- Math –
  - Improve math competency levels as measured by a 5% increase in the percentages of students scoring in the proficient or distinguished learner category in each grade levels: with a 95% participation rate on the EOG and EOC Georgia Milestones Assessment.
  - For each subgroup identified, increase the number of students scoring in the proficient or distinguished learner categories by 6%.
- Science –
  - Improve science competency levels as measured by a 5% increase in the percentages of 8<sup>th</sup> grade students scoring in the proficient or distinguished learner category in each grade levels with a 95% participation rate on the EOG and EOC Georgia Milestones Assessment.
  - For each subgroup identified, increase the number of students scoring in the proficient or distinguished learner categories by 6%.
- Social Studies –
  - Improve social studies competency levels as measured by a 5% increase in the percentages of 8<sup>th</sup> grade students scoring in the proficient or distinguished learner category in each grade levels with a 95% participation rate on the EOG and EOC Georgia Milestones Assessment
  - For each subgroup identified, increase the number of students scoring in the proficient or distinguished learner categories by 6%.

### **Goals for Individual Subgroups**

Based on the specific performance targets from GaDOE, we have established the goals below for the following subgroups by subject area:

- Black students –
  - 33% for ELA
  - 33% for Math
  - 26% for Science
  - 37% for Social Studies
- Hispanic students–
  - 42% for ELA
  - 49% for Math

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1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).

- 44% for Science
- 51% for Social Studies
- White students–
  - 46% for ELA
  - 46% for Math
- Asian students
  - 47% for ELA
  - 60% for Math
- Econ. Disadv. students–
  - 38% for ELA
  - 42% for Math
  - 34% for Science
  - 43% for Social Studies
- SWD –
  - 19% for ELA
  - 21% for Math
  - 20% for Science
  - 25% for Social Studies
- ELL students-
  - 34% for ELA
  - 43% for Math
  - 34% for Science
  - 42% for Social Studies

Additionally, our data shows an achievement gap between SWD students and their non-SWD counterparts and ELL students and their non-ELL counterparts. Our measureable goals for closing these achievement gaps in all subject areas are:

- SWD –
  - The achievement gap between the SWD sub-group and the non-SWD population will decrease by 6% (with both groups continuing to make progress).
- ELL –
  - The achievement gap between the ELL sub-group and the non-ELL sub-group will decrease by 6% (with both groups continuing to make progress).

2. Schoolwide reform strategies that:

*Response:*



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### 2. Schoolwide reform strategies that:

During pre-planning, the faculty and staff assessed their educator mindset using the research from Dr. Carol Dweck. In order to have a growth mindset, the faculty and staff committed to keep the following four key questions in mind when determining school-wide reform strategies. They are:

1. What the standard say we should teach and assess and what should the students learn and master?
2. What learning opportunities and resources should be used in order to provide all students with the opportunity to learn and achieve?
3. How will we know when they have met the learning targets of the standard?
4. How will we support the students who have not met the standard?

An effective and dedicated staff at Forest Park Middle School is committed to providing effective educational experiences and using instructional strategies that reach the needs of all students. Many opportunities will be offered to help all students meet the state's proficient and advanced levels of student academic success.

#### **Strategies for Best Practices**

##### **Explicit Instruction Framework**

Explicit instruction is systematic, direct, engaging, and success oriented—and has been shown to promote achievement for all students. (Archer & Hughes, 2011). The framework provides clear guidelines for identifying key concepts, strategies, skills, and routines to teach; designing and delivering effective lessons; and giving students opportunities to practice and master new material.

##### **Differentiated Instruction**

“Differentiation means tailoring instruction to meet individual needs” (Tomlinson, 2000). Students at Forest Park Middle School will be taught using differentiated instruction using the following strategies:

- Create multiple avenues for learning that challenge all students in mixed-ability classroom.
- Engage students in a variety of hands-on activities and authentic tasks that aids in learning and conceptual understanding.
- Create and integrate lessons that combine learning styles and multiple intelligences to meet the need of all students.
- Maintain a data notebook/data wall which includes the learning styles of each student to assist teachers with designing engaging lesson plans.
- Utilizing various software programs, such as iXL, MobyMax, and USATest Prep to help students work at their level.

##### **Flexible Grouping**

Flexible grouping is characterized by the combination of whole group, small group, and independent work. Learners' readiness, interests, and learning profiles serve as the basis for groups. (Caldwell & Ford, 2002).



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### 2. Schoolwide reform strategies that:

#### **Thinking Maps and Visible Learning**

There are only eight cognitive processes that the human brain uses to make sense of all of the information it receives. Each Thinking Map uses a specific cognitive process to help make the learning visible (based on the work of John Hattie). Teachers teach each map to the students and help them to organize the material and its frame of reference so that students can more clearly select the appropriate cognitive process needed. This aids in retention and mastery of all content.

#### **Strategies to Improve Reading and Language Arts**

##### **Reader's Workshop**

The program will emphasize the interaction between readers and text. Students will learn to ask questions, make connections with prior knowledge and previously read texts, and ask questions to clarify faulty comprehension they recognize has occurred. The program will include peer conferences and teacher conferences with students but emphasizes students' independence and will allow them to become successful readers outside of the classroom. Teacher will make essential reading strategies and practices more effective for every student.

##### **Writer's Workshop**

Writer's workshop is an interdisciplinary writing technique which will be used to build students' fluency in writing through continuous, repeated exposure to the process of writing, especially when using informational text and having to cite contextual evidence.

##### **Leveled Books**

Leveled books will be used during guided reading. Students will be matched with books according to their reading level and will be grouped depending on individual needs.

##### **Response to Intervention (RTI)**

Using the Pyramid of Intervention to determine when students are struggling and provide strategic interventions to help show up their areas of need; it also documents students' strengths and provides additional challenge in a variety of ways. Georgia's Student Achievement Pyramid of Interventions begins with standards-based classrooms serving as the foundation for teaching and learning.

#### **Strategies to Improve Mathematics**

##### **Use of Manipulatives**

The custom built math kits for the Title I ASR program reflect a flexible, hands-on curriculum that actively involves students in their own learning. The kits include modular Teacher's Guides and lessons organized by skill to easily differentiate instruction with the lessons for each student. The differentiate instruction piece inevitably help to close the achievement gap with ELL teaching strategies and Spanish-guided practice pages. Each kit also features small-group and independent activities that reinforce whole group instruction and allow teachers

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### 2. Schoolwide reform strategies that:

more time to work with students who need additional support. The manipulative-based activities within each kit bridges concrete experiences to abstract concepts. The theory of experiential education revolves around the idea that learning is enhanced when students acquire knowledge through active processes that engage them (Hartshorn & Boren, 1990). Manipulatives can be critical in providing effective, active, engaging lessons in the teaching of mathematics. According to Stein and Bovalino (2001), manipulatives can be important tools in helping students to think and reason in more meaningful ways.

#### **Response to Intervention (RTI)**

Using the Pyramid of Intervention to determine when students are struggling and provide strategic interventions to help show up their areas of need; it also documents students' strengths and provides additional challenge in a variety of ways. Georgia's Student Achievement Pyramid of Interventions begins with standards-based classrooms serving as the foundation for teaching and learning.

#### **Technology**

The integration of technology in the classroom will serve to guide, expand and enhance learning Common Core Georgia Performance Standards (CCGPS). Effective integration of technology will be achieved when students are able to select technology tools to help them obtain information in a timely manner, analyze and synthesize the information, and present it professionally. It will assign students in making real-world connections. The technology should become an integral part of how the classroom functions as accessible as all other classroom tools (ISTE, page 6). Select classrooms will use the Flipped Learning model in conjunction with the Explicit Instruction lesson delivery model to extend the learning day through the use of videos and interactive websites.

#### **Strategies to Improve Science and Social Studies**

##### **Inquiry-based Learning**

Inquiry-based learning is a research-based strategy that actively involves students in the exploration of the content, issues, and questions surrounding a curricular area or concept (Lane, 2007).

##### **Technology**

The integration of technology in the classroom will serve to guide, expand and enhance learning Common Core Georgia Performance Standards (CCGPS). Effective integration of technology will be achieved when students are able to select technology tools to help them obtain information in a timely manner, analyze and synthesize the information, and present it professionally. It will assign students in making real-world connections. The technology should become an integral part of how the classroom functions as accessible as all other classroom tools (ISTE, page 6). Select grade levels and courses will use the Flipped Learning model and the Explicit Instruction lesson delivery model to extend the learning day through the use of videos and interactive websites.

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- Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).

*Response:*

We will continue to engage in problem solving and conducting research to identify other school-wide reform strategies that will close achievement gaps. Some of these strategies may include building students' readiness for high school, building a culture that uses data to improve and using extended time for learning to support the belief that some students need more time to demonstrate mastery of standards. We will help students to develop in their self-efficacy. The teachers will use explicit instruction/gradual release of responsibility to build students' metacognitive and self-regulatory skills, which have proven to be very successful in helping students learn and master content (Hattie, 2012).

- **Commentary** – Teachers will analyze student work and provide standard-specific feedback to individual students in a timely manner.
  - **Conference Logs** – Teachers will discuss and document skill levels and behaviors of students.
  - **Portfolios** – Teachers will collect student work in all content areas to show progress. Students will be involved with the charting of their own progress and maintaining their own portfolios/data notebooks.
  - **Protocols** – Teachers will use standardized tuning protocols to guide planning actions.
  - **Computer-assisted learning** – Teachers will utilize various software to provide students with practice and monitor student progress to determine strengths and weaknesses.
  - **Teacher-created common assessments administered every 2 weeks** – Teachers will be able to compare the progress of their students with their peers in other teachers' classes. This will help to identify variables that may be affecting student progress that are class and teacher related.

- Use effective methods and instructional strategies that are based on scientifically based research that:
  - strengthen the core academic program in the school.
  - increase the amount and quality of learning time, such as providing and extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum.
  - include strategies for meeting the educational needs of historically underserved populations.

*Response:*

We are beginning to study John Hattie's 2012 book entitled "Visible Learning for Teachers". In addition to our research on effective methods and instructional strategies based on work conducted by Robert Marzano, we know that providing students with an effective and competent teacher, implementing explicit and well-planned lessons, providing students with appropriate learning supports, and preparing students to be better learners are grounded in

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research. The ten Teacher Keys Effectiveness System (TKES) standards also provide us with a source of scientifically based research strategies and methodologies. These tools, if used with fidelity, will collectively strengthen our academic program, open opportunities to use instructional time more effectively, and grant struggling and underserved students more learning support. In order to strengthen the core academic program in the school, teachers participate in ongoing professional learning with the site instructional facilitator, curriculum coordinators, district teacher development specialists, and outside consultants to sharpen their skills and increase their content knowledge base. Teachers use common planning to collaborate on lesson planning, create common assessments, analyze and disaggregate student data, and critique student work.

In order to extend the learning beyond the traditional school day, teachers are experimenting with creation and usage of instructional videos. Students and their parents/guardians will view a video of the teacher's direct explanation and modeling whenever they need additional assistance. Students enter the classroom the next day with prior knowledge and familiarity. Each student will be given an academic passport that will provide them with their most recent GMAS and Lexile scores so that they can set personal goals of their own. Additionally, students have academic time before and after school and on Saturdays to get enrichment and remediation.

- **Computer Lab** – The computer lab will be open and made available after school hours for additional practice on basic skills. A variety of educational software will be used to help students improve in their basic skills in all content areas.
- **Pyramid of Interventions** – Using the Pyramid of Intervention to determine when students are struggling and provide strategic interventions to help them show up their areas of need. It documents students' strengths and provide additional challenge in a variety of ways.
- **Parent/Community Liaison** – The parent/community liaison works with teachers and partners in education to plan workshops, provide instructional materials, strategies, and other resources that are designed to help parents help their children.

Teachers purposefully infuse technology in the curriculum by planning and preparing for students based on their needs. The use of common assessments provides current data.

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- Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:
  - counseling, pupil services, and mentoring services;
  - college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
  - the integration of vocational and technical education programs.

*Response:*

Student support strategies that are used to address the needs of all students include identifying students who need support by subgroup and by need. We closely monitor students' academic performance. We regularly review grades at each grading period to identify at-risk learners. We use the information to design and implement learning supports that will help these students get back on track. Targeted populations such as students whose first language is not English and have limited English proficiency (LEP) and students with disabilities are well supported through our co-teaching model. Special Education students have Individualized Education Plans (IEPs) that correlate to their grade level curriculum. LEP students also have modification plans that allow the students to learn grade level content while learning English.

Forest Park Middle School has partnered with several agencies, including Chris180.org, No C's Campaign, and the Forest Park Ministers Association to provide unique learning experiences for low-achieving students and those at risk of not meeting the state student achievement standards. Students can participate in various mentoring opportunities. The guidance department offers college and career guidance. All students complete career interest inventories. The counselors and pupil services help us to identify not only academic supports for our students, but also social supports. The school offers two vocational and technical education programs, Family and Consumer Science and Business Education and Computer Science.

- Address how the school will determine if such needs have been met; and
  - are consistent with, and are designed to implement, the state and local improvement plans, if any.

*Response:*

Teachers will utilize data from national, state, district, and school-based measures to assess if student needs have been met. Student performance will be analyzed to target areas of weaknesses and formulate instructional solutions. Data from several artifacts will be analyzed:

**Data Notebooks**

Data notebooks will be used to guide instruction. The notebook will contain classroom performance data (in all content areas) from traditional, authentic, and performance –based

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assessments, including portfolios and individual projects. The notebook will serve as a formative assessment as teachers plan instruction. Teachers will keep their data notebook and have pertinent information that will assist them daily with instruction and student achievement. In addition, data notebooks will be used to collect samples of student work with teacher commentary. The notebook will contain the following reports:

- Protocols (checklists and rubrics)
- myON Reading results
- USA Test Prep, i-Ready, and iXL growth reports
- Pre- and Post-test results
- Student demographic data

### **Grade level and department meetings**

Each grade level will meet periodically to examine common assessments and monitor student progress. Safety nets will be implemented to ensure students receive acceleration in all content areas as needed.

### **Progress reports and report cards**

The school administrators will meet with teachers on a monthly basis to discuss their grade distribution report and ways to increase student achievement. Progress reports and report cards will assist parents in keeping abreast of student achievement. Minutes from the meeting will be printed, filed, and monitored.

### **Student work with teacher commentary**

Teachers will provide commentary on student work in all content areas. The commentary will assist students in understanding what is needed to meet or exceed standards.

### **3. Instruction by highly qualified professional staff**

#### *Response:*

Forest Park Middle School employs a staff of 43 highly qualified full time teachers according to the requirements of the Elementary and Secondary Education Act (ESEA). It is the intent of the administration and staff to attract highly qualified personnel by establishing a culture of high expectations with peer support and recognition.

Forest Park Middle School aims to employ teachers who are highly qualified; therefore, the school will work closely with the Clayton County School District's Human Resources Department to attract, select, and retain highly qualified teachers.

Forest Park Middle School develops and maintains procedures and protocols to ensure a supportive school environment for each teacher through the following:

- Assigns mentors to teachers new to the profession to provide continuous support, a role model, and non-evaluative feedback through informal classroom observations and focused walks.



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### 3. Instruction by highly qualified professional staff

- Assigns mentors to teachers new to the building to provide continuous support, a role model, and non-evaluative feedback through informal classroom visits.
- Provide mentors to veteran teachers upon request or based on demonstrated need.
- All professional learning will be tailored to the needs of the individual teacher in a variety of ways.

### 4. In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

*Response:*

During pre- and post-planning, the faculty and staff review the most recent student achievement data and identify areas of strengths and weaknesses. Based on the deficient areas, relevant professional development is identified. If any correlations can be drawn between the deficient areas and specific staff, then more targeted professional development is offered. During the Title I planning phase, school data is made available to parents and other stakeholders and their input is sought on the area of professional development for educators and parents. We have included teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs.

The school will provide high-quality and ongoing professional development for teachers, administrators, and paraprofessionals to enable all children to meet the state's student academic achievement standards.

- Schools must budget at least 2% of their Title I allocation for professional development.
- Professional development must be designed to address identified needs of the school and the district.
- Professional development must be made available for instructional personnel.
- Professional learning regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program must be provided to instructional personnel.

We have aligned professional development with the State's academic content and student academic achievement standards.

We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems.

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4. In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

- Utilize academic coach, content coordinators, and lead teachers for on-site job-embedded professional development
  - Teachers completed a needs assessment survey for professional and digital learning.
  - Monitor classroom instruction through focus walks to ensure implementation of professional development and best practices.
  - Purchase books for book studies on research-based strategies and methodologies.
  - Redelivery of workshops and meetings that teachers attend.
  - Provide resources for classrooms to carry out implementation plans.
  - Conduct evaluation after each professional development workshop.
  - Conduct weekly grade level meetings
  - Allot Title I funds to provide conferences and workshops for teachers
  - Provide on-site workshops during and after school to address subgroups at FPMS.
  - Use feedback from TKES classroom observations to determine professional learning needs.

We have included teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways:

- Forest Park Middle School will provide professional learning opportunities in the use of data driven instruction to improve individual student achievement and the overall instructional program. Additionally, teachers complete root-cause analyses on student data to unearth causes for the performances. These causes become the content foci for follow-up professional learning opportunities.
- Teachers will participate in professional learning activities on the use of academic assessments and differentiated instruction to drive the instructional program.
- Teachers work with the site facilitator weekly on the Explicit Instruction framework during collaborative planning and monthly during professional development sessions on early release Wednesdays.
- Research in the form of a book study and/or research articles will be provided and encouraged for the professional learning communities.

Many of our trainings will occur on site during our weekly reserved professional learning times. Our teachers, paras, and administrators will learn from subject-matter experts.



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4. In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

Learners will engage in a variety of school improvement activities related to strengthening personnel competencies that are needed to effectively enable all students to meet state academic achievement standards. These activities will address school improvement initiatives, needs identified in the staff evaluation process, or mandated professional learning. We will continue to ensure that our Title I Parent Liaison participates in all mandatory Title I trainings.

We will also provide opportunities for parents to engage in learning activities. The learning will take place through Saturday Parent Academies, school-based workshops, PTSO meetings, Curriculum Nights, and other evening meetings/trainings with parents. We will consult with individuals or agencies to provide specific content or subject-matter training to parents so as to better prepare them to support their students' improvement and achievement. To encourage parent participation in these meetings, Title I funds will be used to provide parent resources and access to technology.

### **Professional Learning Programs as resources:**

- National Science Teachers Association
- National Council of Teachers of Mathematics
- National English Teachers Association
- National Council for Social Studies Teachers
- Metro and Griffin RESA

### **Examples of some Professional Development Topics**

- Common Core Georgia Performance Standards
- Differentiated Instruction
- Collaboration/Co-Teaching
- Rigor and Relevance in the Classroom
- Instructional Technology Integration and the 21<sup>st</sup> Century Digital Classroom Tools
- Math Solutions
- Gizmos
- Literacy across the Curriculum

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

*Response:*

We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia.

### **Strategies to attract highly qualified teachers:**

- Recruit early from approved sources

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- Offer multiple opportunities for sustained high quality professional development.
- Create a supportive and nurturing environment that encourages learning, collaboration, and teambuilding.
- Utilize the Teacher Recruitment Fair for the Clayton County Public School District.
- Maintain a mentoring program for all new teachers and veteran teachers with Teacher Development Specialists (TDS) or teachers with teacher leader and/or coaching endorsements.
- Maintain a sense of family and camaraderie with the faculty.
- Caring, supportive administrators with open-door policies.
- Teacher appreciation expressed regularly throughout the school year from administrators, Partners in Education, and PTSO.
- Implementing an effective New Teacher Mentoring Program
- Create and expand avenues for teacher leadership in multiple aspects of the school program.

6. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.

*Response:*

- A. We will involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of school-wide programs and the school parental involvement policy. Forest Park Middle School will schedule Title I Planning Meetings and invite parents of all students, school staff, students, and community members to attend. Forest Park Middle School will continuously solicit the input of parents and make efforts to engage migrant and homeless parents, as well as those with disabilities. This will be accomplished through surveys, informational meetings, individual meetings in the Parent Resource Center, and from parent or counselor contacts. In addition, evaluation forms distributed at the end of each workshop or meeting will be a way for parents to voice any concerns or requests. Parents are free to provide their names and phone numbers to the administrators or on the evaluation forms for follow up dialogues. The school administrators will then contact them with further information about their concerns or requests.
- B. We will update the school parental involvement policy periodically to meet the changing needs of parents and the school and distribute it to the parents of participating children and make the parent involvement plan available to the local community. During the annual Title I Planning Meeting, Forest Park Middle School parents will assist in planning, developing, and approving the school's Title I school-wide program plan and budget, as well as parent involvement documents, such as, the school-parent compact and the parent involvement policy. Parents will continually be invited to participate in the title I, Local School Council meetings, and other planning processes of the school.

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- C. We will conduct an annual meeting, at a convenient time, to inform parents about the school's Title I program, the nature of the Title I program, the parents' requirements and the school parental involvement policy, the school-wide plan, and the school-parent compact. All parents of participating children are encouraged and invited to attend. Parents will be invited to the annual Title I parent meeting through flyers, the School Messenger dial out system, the school marquee, and the school's website. The annual Title I meeting will be held at Forest Park Middle School on September 5, 2019 for parents of all students. This annual meeting will be facilitated by the Principal of the school.
- D. We will offer a flexible number of meetings, such as meetings in the morning or evening. Additionally, Forest Park Middle School will hold two annual Title I parent meetings on different days and at different times and have several workshops for parents will be outlined in the school's 2019-2020 Parent Involvement Calendar of Events. Parents who cannot attend the meetings may schedule an appointment with the Title I Parent Liaison to receive additional information in the Parent Resource Center.
- E. We will provide parents of participating children with timely information about the Title I program, a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet. Additionally, we will provide opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child, and respond to any such suggestions as soon as practically possible, by having a Title I planning meeting and an annual parent meeting to receive important information regarding the Title I program. Students performing below grade level will receive an academic contract to inform parents of their lack of progress. Conferences will be held twice a semester, and/or by parent/teacher/administrator request. In order to help parents better understand the promotion requirements and curriculum, various parent workshops will be provided. Explanations will also be communicated to parents with test scores at parent teacher conferences. The workshops will focus on the core content areas. It is our intention to build positive relationships, assist with developing instructional strategies, and to provide resources through the Parent Resource Center. There are many opportunities throughout the school year for our families and community members to become partners in the education of all students. Forest Park Middle School offers a parent volunteer program. This is a group of parents, guardians, and community members that volunteer their time to the school. The volunteers assist in the media center, Parent Resource Center, student performances and events, and other areas as needed. There is a Local School Council that actively participates in Title I planning meetings to review data, school goals and objectives, and make any decisions that might be necessary in order to address the school's targeted needs.

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- F. We will jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. Forest Park Middle School has developed and annually revises a school-parent compact along with parents, student volunteers, and members of the community, and school administration and faculty. All parents and students are invited each year by the school principal to attend the Title I planning meeting to provide input in revising the compact. This school-parent compact sets the expectations of each of the parties regarding the responsibilities for the education of students. The compact will be sent home to all families with the students and will be posted on the school's website and in the Parent Resource Center. The compact will be signed and dated by the teacher, student, parent(s), and an administrator. The compact will be revisited with parents during conferences and other Title I meetings.
- G. We will provide assistance to parents of participating children, as appropriate, in understanding the state's academic content standards, the state's student academic achievement standards, the state and local academic assessments including alternate assessments, the requirements of Title I, Part A, how to monitor their child's progress, and how to work with educators. The key method Forest Park Middle School will use to provide assistance to parents in understanding the state's academic content standards and assessments is through informational meetings and workshops throughout the school year. Parents also have access to Infinite Campus, which can be found on the district's website, [www.clayton.k12.ga.us](http://www.clayton.k12.ga.us). Infinite Campus is a way parents can view their child's grades immediately after his/her teacher enters them in the grade book. By viewing their children's grades and attendance, parents will be able to easily monitor their child's progress in each class.
- H. We will provide materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement and help parents work with their child to improve their child's achievement. These trainings will be provided by the Title I Parent Liaison, school counselors, school administrators or teachers, external presenters, district personnel, or others. The Title I Parent Liaison will assist parents and serve as a liaison between home and school. Parents who are unable to attend trainings or workshops will be able to request materials be sent home.

When practical, interpretation will be provided for our Spanish speaking families. Please see the Calendar of Events for details of workshops and activities that are planned for parent involvement.

- I. We will provide training to educate teachers, pupil services personnel, administrators, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to

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implement and coordinate parent programs, and building ties between parents and the school, by working with parents as equal partners in the educational process to positively impact the academic achievement of the students. The administration will offer staff development opportunities for the entire faculty to build the necessary relationships between home and school, while emphasizing the value of parental contributions and parental involvement. We may also ask other CCPS support personnel to assist in presenting strategies for effective parent involvement. Some of the staff development courses that will be offered will include training on middle school assessments and curriculum. A staff development will be offered for all teachers to educate them on the importance of effective teacher/parent communication. Teachers will be provided with strategies that can be helpful to them when working with parents. An orientation of the Parent Resource Center will be provided for all staff members to make certain that they are aware of the resources that are offered for parents. A suggestion box will be placed in the Parent Resource Center to gather suggestions and comments from parents to help improve communication and support.

- J. We will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. The school will help students transition from middle school to high school and high school to post-secondary education. This will be done through information provided by Forest Park Middle School counselors and teachers. Forest Park Middle School staff will collaborate with state and other CCPS personnel to provide services for our homeless, neglected and delinquent, and migrant population. The Title I Parent Liaison and school staff will encourage and support parents during the transition periods mentioned above.
- K. We will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand. Forest Park Middle School will use clear, simple, and parent-friendly language to communicate information related to school and parent programs. Information will be translated into Spanish and other languages when appropriate. In order to maintain contact with the parents, the school will use automated calling systems, school marquee, school website, emails, newsletters, flyers, and other means of communication.
- L. We will provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including

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alternative formats upon request, and, to the extent practicable, in a language parents understand. When appropriate, Title I funds will be used for childcare, interpreters, transportation, and technological services at parent involvement activities. Forest Park Middle School will also attempt to accommodate the needs of parents with disabilities and those of migratory and homeless, neglected and delinquent students, as well as parents with limited English proficiency.

The Parent Resource Center at Forest Park Middle School will be established in August 2019. It will offer a variety of learning resources for parents to checkout and utilize at home for extended home learning. The Parent Resource Center will be facilitated by parent volunteers and the Title I Parent Liaison who can provide assistance to parents to gain a better understanding of the educational process, as well as training to help them learn skills to better assist their children academically. To assist our families of children with special needs, we have access to two parent mentors at the district level that are available as a resource. Our families classified as homeless have access to a social worker, school counselors, and the district's Homeless Liaison.

We encourage parents/guardians to become active in the decision making roles of our school. Our Title I Parent Involvement Policy openly states our expectations for parent engagement. Our Calendar of Events outlines the events that will be employed to aide student achievement. Because of our strong beliefs in excellence, we acknowledge the immediate and consistent need for parental involvement.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs or to assist students with the transition to middle school, high school or college.

*Response:*

To smooth the transition from elementary to middle school, Forest Park Middle School offers a Rising 6<sup>th</sup> Grade Parent Orientation Night to address questions parent may have about middle school, interventions for students who may need additional support, testing, and the middle school curricula. In the spring, the rising 6<sup>th</sup> grade students are invited to a transition presentation and orientation tour of the school. If parents are unable to attend the spring transition meeting, they can attend a make-up session before school starts in the fall.

The preparation of rising 9<sup>th</sup> graders will be in line with the rigors of the high school curricula. Additionally, teachers can collaborate on the effective implementation of research-based instructional strategies. During the school year, our 8<sup>th</sup> grade students visit the feeder high school. We collaborate with academic events (such as Forest Park Family STEM night) with the high school so that students can see the partnership and get to know high school expectations sooner.



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8. Measures to include teachers in the decisions regarding the use of academic assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

*Response:*

Teachers will use the Statewide Longitudinal Data System (SLDS), Georgia Milestones, SRI, formative assessments, and summative assessments data in their decision-making. Forest Park Middle School will train teachers to write common assessments. Especially in core academic areas, based on standards. They will administer these assessments and use the data to gather information about the effectiveness of teaching and learning. Students will use the data to set goals and evaluate their progress toward meeting goals. Teachers and students will be trained on how to conduct these activities. Teachers are given opportunities to participate in the decision-making process of selecting, implementing, and monitoring site-based academic assessments.

School-wide: Staff analyzes the school's performance on the Georgia Milestones End-of-Course and End-of-Grade assessments at the beginning of the school year. Teachers analyze their students' performance on content area/course common assessments to dictate daily instruction, and on-going classroom and content area/course assessments. This data shows the overall strengths and areas of improvement for Forest Park Middle School. This allows the content area chair along with the Title I Academic Coach to make adjustments to the pacing guide to address the learning gaps. It also allows the current grade level to make a year-long plan that includes the previous years' deficiencies and current deficiencies. At the end of the school year, all assessment data is used between courses/grade levels in the process of vertical planning.

Individual Classrooms: Each teacher maintains student and course data reports from the State Longitudinal Data System (SLDS), Georgia Milestones, SRI, formative assessments, and summative assessment data. This data helps teachers to plan for effective and differentiated instruction. These assessments tools help teachers to address growth and weaknesses and to monitor the achievement of each student on a regular basis.

To ensure that we are achieving our mission each year, grade level and content area teachers are provided with common planning time to discuss historical and current data trends based on assessments to guide their daily instruction. This common planning time allows teachers to make changes in the instructional calendar for pacing purposes based on results of assessments to ensure success for all students. Forest Park Middle School utilizes collaboration, common grade level and content planning and vertical team alignment of the curriculum to support all learners in accordance with the school's vision and mission.

Title I funds at Forest Park Middle School will be utilized to support English Language Arts, Math, Science, and Social Studies with supplemental instructional resources and supplies, afterschool/Saturday tutorial program including transportation for struggling students in the core content areas, laptop cart to support instructional technology and content specific professional development for teachers. Title I funds will be utilized to purchase resources

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(books, brochures, newsletters, and instructional materials) and computers for parents to be housed in the Parent Resource Center and stipends for teachers conducting parent workshops/trainings after contracted hours.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by Section 1111(b)(1) shall be provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

*Response:*

We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Using assessment data, especially formative assessment data, teachers will give student timely and actionable feedback. Teachers and leaders will use classroom observations and student artifacts to also identify learner difficulties. We will use Title I funds to implement appropriate, targeted, and focused remediation, interventions, and preventions to support our student learners.

There are many measures at Forest Park Middle School in place to ensure student success. As a part of our Title I school-wide and comprehensive school improvement plans, teachers and administrators monitor student success rates within classrooms by looking at the overall passing rates. Teachers monitor students' ability to grasp concepts through daily informal assessments, such as observations, student responses in class, quizzes, and common formative assessments. Weekly, teachers meet in a collaborative setting to identify and discuss students' academic needs. If a student is struggling, we require an ongoing evaluation of the student. RTI interventions, differentiation of instruction, small group/one-on-one interventions, and opportunities for co-teaching are strategies that also help to ensure that student weaknesses are identified timely. The Response-to-Intervention (RTI) model enables our teachers to take a more detailed look at instruction while utilizing continuous classroom assessment. The tiered approach in RTI supports students experiencing difficulties while increasing supports. As students move into tiers two and three, parental involvement is a key component of the intervention. If students continue to exhibit learning challenges with the curriculum, a Circle of Support team meeting is convened to discuss further evaluation needs.

Technology is leveraged to offer support and ensure student success. Parents are encouraged to utilize Infinite Campus to view updated grades and attendance for all classes. Infinite Campus identifies missing assignments, failing averages, and specific test averages.

Students needing intervention for state and district assessments are identified and offered intervention opportunities. Intervention classes are offered in a variety of ways to capture the needs of our students. Students are offered opportunities for remediation and/or credit recovery after school and on Saturdays.





Georgia Department of Education  
Richard Woods, Georgia's School Superintendent  
"Educating Georgia's Future"

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Title I funds at Forest Park Middle School will be utilized to support English Language Arts, Math, Science, and Social Studies with supplemental instructional resources and supplies, afterschool/Saturday tutorial program including transportation for struggling students in the core content areas, laptop cart to support instructional technology and content specific professional development for teachers. Title I funds will be utilized to purchase resources (books, brochures, newsletters, and instructional materials) and computers for parents to be houses in the Parent Resource Center and stipends for teachers conducting parent workshops/trainings after contracted hours.

10. Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training

*Response:*

Forest Park Middle School coordinates and integrates federal, state, and local services and programs to ensure that our students achieve academic success. We work closely with the Office of Federal Programs to maximize the use of Title funds and to use them appropriately. We also use various academic department school-based budgets in ways to support teaching and learning.

Additionally, academic coordinators support the school with an annual budget and the resources needed to implement the curriculum. We frequently conduct funding gap analyses and review our Title I plan to determine how our Title I funds can be spent. This ensures that we do not supplant. One of the supports we have for re-teaching is our afterschool remediation program. The district bears a fixed cost for each school to implement afterschool learning support programs. Because these funds are limited and set aside for a fixed purpose, we use Title I funds to offer additional learning support that are based on students' immediate needs.

Because the district participants in the Community Eligibility Program (CEP), all of our students eat meals at no cost to them. We work with the district Nutrition and Technology Departments to ensure that students who qualify for free or reduced meals are identified in our Student Information System.

Title I funds at Forest Park Middle School will be utilized to support English Language Arts, Math, Science, and Social Studies with supplemental instructional resources and supplies, afterschool/Saturday tutorial program including transportation for struggling students in the core content areas, laptop cart to support instructional technology and content specific professional development for teachers. Title I funds will be utilized to purchase resources (books, brochures, newsletters, and instructional materials) and computers for parents to be houses in the Parent Resource Center and stipends for teachers conducting parent workshops/trainings after contracted hours.

11. Description of how individual student assessment results and interpretation will be provided to parents.

*Response:*

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The district began the Georgia Milestones score report training by training at least one school administrator and the instructional site facilitators. The three-hour training included a PowerPoint, sample scores reports, and a binder to hold data documents. The participants then trained school staff. Following the initial training, the district created a Georgia Milestones parent and student training toolkit that included a PowerPoint, presenter's guide, parent/student documents, and sample score reports along with directives for implementation. Each school leader is responsible for ensuring parents and students are trained on how to read and interpret individual student Georgia Milestones score reports. Our district has ensured that these resources are accessible to non-English speakers. We will continue to conduct these trainings annually. The district, through the Office of Federal Programs, also hosts an annual Georgia Milestones parent conference that includes a session on Georgia Milestones score reporting and interpretation.

Individual student classroom tests and other assessment results will be provided to parents through the mail or sent home. Additionally, we will hold frequent assessment conferences with parents, students, and staff to review various assessment results and to communicate how data can be interpreted and used. When students' standardized test results are reported, parents receive the results along with an interpretative guide. Parents are also provided with their child's progress reports every four and half weeks, and the report card every nine weeks. These grades are also available in the Infinite Campus parent portal. Parents can also participate in academic conferences concerning their child. At the conference, they are allowed to view their child's reported scores.

Forest Park Middle School will host various Title I parent meetings and will provide parents with information about their child's progress in school. We will also share with them various strategies they can use at home to help their child(ren) improve.

12. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.

*Response:*

The Department of Assessment and Accountability for Clayton County Public Schools is responsible for the collection and disaggregating results from our state and national assessments, especially the Georgia Milestones, which is a state mandated test.

Data analysis is a main responsibility for teachers. However, the Title I Academic Coach gives guidance to teachers for implementing protocols to be used for reviewing, analyzing, and interpreting data. We administer various formative and summative assessments via Illuminate, which is an electronic tool used to collect and disaggregate assessment results. Our teachers disaggregate and discuss student data turning our weekly collaboration meetings. Teachers bring data and artifacts of teaching and learning to discuss to the weekly collaborative meetings.

Albeit Illuminate is used primarily local assessment collection and analysis, the State Longitudinal Data System (SLDS) is also utilized. We require teachers, during their

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collaboration meetings, to review data by “all students” and subgroups that include English Learners, special education, gifted, race, ethnicity, economically disadvantaged, and gender.

13. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.

*Response:*

The Georgia Department of Education (GaDOE) follows strict and accurate accountability procedures to ensure the reporting of statistically valid and reliable assessment results. The Department of Research, Evaluation, Assessment, and Accountability works with GaDOE to further ensure valid and reliable assessment data and to improve procedures to enhance the process, accordingly.

The summative assessment data utilized in the development of this Title I plan are derived from both state and national assessments that have been validated and administered statewide and nationwide.

The district’s Department of Research, Evaluation, Assessment, and Accountability is responsible for developing tools and processes that can be used to analyze and report performance data that meets the decision-making requirements of Clayton County Public Schools’ stakeholders, including administrators, teachers, other employees, students, parents, and the general community. The Department fosters the use of data by our staff through the implementation of training and the development of training materials that are shared with us.

14. Provisions for public reporting of disaggregated data.

*Response:*

The Georgia Department of Education (GaDOE) reports public results of the state assessments via its website. We receive aggregated and disaggregated data via the GaDOE portal or the test vendor’s portal. Our 2019 Georgia Milestones school summary and student population reports will be posted on the school’s website by October 31, 2019. Additionally, the Governor’s Office of Student Achievement posts aggregate and disaggregated students and school data.

As a result of the Elementary and Secondary Education Act waiver, data are reported via the College and Career Readiness Performance Index. This information is found on the GaDOE’s website. For stakeholder convenience, a link to the state’s website is available on the school’s website.

Lastly, Forest Park Middle School will annually publish its state test results aggregated and disaggregated in a flyer that will be distributed to stakeholders. This flyer will also be available for stakeholders in the media center, Parent Resource Center, website, and front office. We will also continue to communicate student outcome results to parents and stakeholders at various school and parent meetings throughout the school year.

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15. Plan developed during a one-year period, unless the LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program

*Response:*

The current Title I school-wide plan Forest Park Middle School is operating under was developed by stakeholders during the 2019-2020 school year. However, the Title I plan is a living document that is frequently monitored and updated to meet changing needs. Meetings to review and give stakeholders the opportunity to provide feedback for the school-wide plan are conducted semi-annually. We amassed a committee comprised of various stakeholders to assist with developing a school-wide plan that will help improve student achievement. This committee has been engaged in the school-wide Title planning process for one year. Forest Park Middle School uses multiple forms of communication to invite feedback and input on its Title I plan annually. An annual meeting for all stakeholders (parents, students, and staff) will be held to discuss data and changes to the school-wide plan, input, and feedback will be requested from all participants.

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16. Plan developed with the involvement of the community to be served and individuals who will carry out the plan, including teachers, principals, other school staff, and pupil service personnel, parents, and students (if secondary).

*Response:*

The school-wide plan is developed with the involvement of the community and individuals who will carry out the plan including teachers, administrators, support personnel, and parents. Prior to the beginning of the school year, the school's leadership retreat was held. Attending the retreat were the administrative team, department chairs, and the instructional site facilitator. These stakeholders participated in the initial development of this plan. The initial plan was taken back to the school to give staff and parents the opportunity to be involved and provide input in the plan's development. Specifically, parents were invited to attend the Title I school-wide planning meeting through flyers, phone calls, and other forms of advertisements. At the meeting, we collaboratively analyzed all of the current and historical data for Forest Park Middle School, both academic and non-academic data. All stakeholders had the opportunity to provide verbal feedback and engage in a variety of planning meeting sessions. We strongly encouraged participants to provide input at the planning meetings and through document reviews, parent surveys, and email.

**Committee Members**

Monique Drewry, Principal  
Malakia Wright, Assistant Principal  
Tiffany Riley, Title I Academic Coach  
Derwin Binion, Math Chair  
Ian McIntyre, Social Studies Chair  
Corine L'Aimont, DES Chair  
Jose Cruz-Auffant, ESOL Lead Teacher  
Jennifer Lee, Parent  
Almetta Wilson, Title I Parent Liaison

17. Plan available to the LEA, parents, and the public.

*Response:*

A copy of Forest Park Middle School's school-wide plan is available to the LEA in the district's Office of Federal Programs at the Clayton County Public School's Central Office. Additional copies of the school-wide plan is available to all stakeholders via the school's website, media center, front office, and the Parent Resource Center. The school-wide plan will be discussed at the parent meetings including Open House, Curriculum Night, annual Title I meeting, and Local School Council meetings.

18. Plan translated, to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.

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*Response:*

Language translation interpretation services are available for speakers of languages other than English by the districts Title III/ESOL department. Translation and/or interpretation of the school's improvement and Title I plans, to the extent feasible, shall be provided in any language, where there is a significant percentage of parents of participating students, whose primary language is a language other than English. To date, our plans need to be translated in Spanish.

19. Plan is subject to the school improvement provisions of Section 1116.

*Response:*

The Title I plan is subject to the school improvement provisions of Section 1116 which is to improve the academic achievement of disadvantaged students, and to involve stakeholders in the decision-making process. The plan is updated annually with stakeholder input and monitored throughout the year. The school is not identified as a Priority or Focus School for the 2019-2020 school year.