



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

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE					
School Name: Terrell Middle			District Name: Terrell County		
Principal Name: Valencia Gardner			School Year: 2014-2015		
School Mailing Address: 201 Greenwave Blvd., Dawson, GA 29842					
Telephone: 229-995-2828					
District Title One Director/Coordinator Name: Tonya Perkins					
District Title One Director/Coordinator Mailing Address: 761 1st Ave SE, Dawson, GA					
Email Address: tperkins@terrell.k12.ga.us					
Telephone: 229-995-4096					
ESEA WAIVER ACCOUNTABILITY STATUS (Check all boxes that apply and provide additional information if requested.)					
Priority School <input type="checkbox"/>			Focus School <input checked="" type="checkbox"/>		
Title I Alert School <input type="checkbox"/> .					
Subject Alert	<input type="checkbox"/>	List Subject(s)	Sub-Group Alert	<input type="checkbox"/>	List Subgroup(s)
Graduation Alert	<input type="checkbox"/>	List Subgroup(s)	Economically Disadvantage Students with Disabilities		
Principal's Signature:				Date:	
Title I Director's Signature:				Date:	
Superintendent's Signature:				Date:	
Revision Date: April 23 & 30, 2014		Revision Date: May 1 & 5, 2014		Revision Date: May 13, 2014	
Revision Date: July 29 & 30, 2014					



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Schoolwide/School Improvement Plan (SWP/SIP) Template Instructions

Notes:

- Elementary and Secondary Education Act of 1965 (ESEA) Section 1114 (b) (1) requires a Title I schoolwide program plan to contain the ten components listed on this template as well as related measurable goals and strategies for implementation. The asterisk (*) denotes required components as set forth in section 1114 of ESEA.
- While there are eighteen components, all ten required components of a Title I Schoolwide Program Plan (marked in this template with an asterisk) **must** be addressed. Response starters are provided in this template to guide the planning team/committee in the process of completing the schoolwide section of the plan.
- Complete the schoolwide plan (SWP) and school improvement plan (SIP) checklists. All components/elements marked as not met need additional development.
- Please list your planning committee members on the next page along with signatures of participating team members. This team must include stakeholder involvement (parents of Title I students, community representatives, teachers, administrators, etc.).
Note: The planning team must involve parents in the planning process. See section 1114 (b)(2)(B)(ii) Plan Development which states: The comprehensive plan shall be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school.
- Attach the SIP as an addendum to the template. See the Georgia Department of Education School Improvement Fieldbook for guidance and instructions on completing a school improvement plan <http://www.doe.k12.ga.us/School-Improvement/School-Improvement-Services/Documents/School%20Improvement%20Fieldbook%202012-2013.pdf>.



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Planning Committee Members:

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Valencia Gardner		Principal
William Huff		Assistant Principal
Wylean Burke		Counselor
Stacey Glanton		Local School Improvement Specialist
Lisa White		Teacher
Mona Broome		Teacher
Phyllis Kidd		Teacher
Jennifer Edwards		Teacher
Terence Moon		Teacher
Sarah Erwin		RESA School Improvement Specialist
Billi Faust		FLP Teacher
For List of Parents see attached sign in sheet		



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SWP Components

- *1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.**

Response:

- A. We have developed our school wide plan with the participation of individuals who will carry out the comprehensive school wide/school improvement program plan. Those persons involved were members of the Terrell Middle School leadership team, Terrell Middle School faculty, parents and community stakeholders. The areas of involvement included data collecting and meetings to make a collaborative effort to thoroughly review all the data pertaining to our school, RESA, and the state, the Georgia Performance Standards (GPS), the Common Core GPS (CCGPS), parent and community expectations, system goals, and our mission and beliefs. Our school improvement process is used to guide all aspects of decision making at Terrell Middle School.
- B. We have used the following instruments, procedures, or processes to obtain this information . . . (Be sure to use brainstorming as a strategy for Needs Assessment.)
- Needs Assessment Data
 - Brainstorming
 - Test Results and Data gathered at vertical team meetings and departmental meetings (Formative, informative, benchmark, and nine weeks exams)
 - Standardized Test Results
 - Recruitment/Retention Data (Self Assessment Inventory, Teacher Experience Chart, and recruitment and retention data)
 - Equity Needs Surveys
 - HiQ Data
 - Professional Development Need Surveys
 - Parent Survey
- C. We have taken into account the needs of migrant children by collaborating with the Georgia DOE Migrant Education Program (MEP) Region 2 Office, DFACS, Terrell County Family Connections, and Social Workers to monitor mobility/identification and needs of the migrant population. Currently, the system has not identified any migrant students at Terrell Middle School. All students are given an Occupational Survey for their parents to complete in order to determine if they might qualify for the Migrant Education Program. As these students enter the school system, registrars ask parents a series of questions to determine student and family needs. The questioning is in conjunction with the Occupational Survey and GA DOE Migrant Education Program (MEP) Region 2 Office. The educational services provided to these students are Remedial Education, Gifted, RTI/SST, Special Education, ELL, Regular Education setting, after school tutoring with individual teachers, in addition to mentoring and counseling services. Teachers

* Required component of SWP as set forth in section 1114 of ESEA



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- *1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

report academic achievement to the specific agencies and parents on an ongoing basis. Additionally, the social worker monitors and reports the status to other necessary agencies throughout the school year.

- 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. For example . . .

Targeting students' needs as outlined in the TMS School Improvement Plan include:

- Score within 28% of the state's average on the Georgia Milestone Assessment in ELA, math, science and social studies.
- Decreasing the retention rate for all students.
- Reduce the achievement gap on the GA Milestone between female and male students; and between all students and Students with Disabilities.

Acceleration or remediation of math skills will be provided to all students with a push-in and/or pull math intervention based on targeted needs. A math support instructor will provide support for each grade level through out the year with the resources in the classroom or math lab. A reading intervention specialist teacher will provide reading interventions to students in all grade levels, targeting their individual needs. The reading intervention specialist teacher will also provide push-in and/or pull-out instruction that will focus on improving Lexile scores, vocabulary and reading comprehension. A local, full-time School Improvement Specialist (SIS) was hired to support the teachers and the students' academic achievement in both Science and Social Studies. The local SIS assists, supports, and coaches staff members in effective instruction with an emphasis in curriculum areas of Social Studies and Science to ensure student success and academic achievement. The SIS promotes school improvement by facilitating training, providing professional development, monitoring and ensuring the implementation and monitoring of the following: CCGPS/GPS, Schoolwide Plan (SWP), Flexible Learning Plan (FLP), School Improvement Plan (SIP) and the Parent Involvement Policy (PIP).

- E. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving mastery of the GPS content standards including
- Economically disadvantaged students which includes 98.2% students classified as free and reduced
 - Students from major racial and ethnic groups, including 93.4% black population
 - Students with disabilities will make up 15.6% of the student population during the 2013-14 school year

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***1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.**

- Science and social studies continues to be content areas of need that will be addressed during the school day, afterschool tutorial, and the Flexible Learning Program.

F. The data has helped us reach conclusions regarding achievement or other related data.

- The major strengths we found in our program were . . .
(Be specific. Example: Not just Reading – Indicate Fluency, Comprehension, etc.)

Since the previous year, student achievement on the CRCT in Reading, Math, Science, and Social Studies grades 6-8 has increased. All grade levels are scoring in the 90th percentile in Reading. Although literary comprehension domain is identified as strength, the areas of reading skills and vocabulary acquisition are making adequate progress yearly.

In previous years, TMS students have scored the highest in the area of data analysis and probability on all grade levels; however, during this past year, algebra and numbers and operations was identified as the domain in which the 6th - 8th grade students exhibited the greatest level of achievement on the math CRCT.

- The major needs we discovered were....
After analyzing the 2014 CRCT data, informational and media literacy were an areas of need. Although vocabulary has been a weakness in the past, we will continue to monitor and implement strategies that will enhance the student's vocabulary skills. Even though literary comprehension is strength at TMS; we still considered it as an area of need due to the importance of developing this skill in middle school. Terrell Middle will also focus on improving student Lexile score, which will improve comprehension and mastery across all the content areas.

Spring 2014 CRCT data also indicated social studies and science as areas with the greatest need throughout the school. These areas reflect students not meeting proficiency and also reflect significant gaps between the “SWD” subgroup and the “Economically Disadvantaged” (ED) subgroup.

Although TMS math has a deficiency in the area of data analysis and probability in the past, student performance has increased in this domain compared to the previous year. After analyzing the 2014 results geometry and measurement is an overall weakness at TMS.

- The needs we will address are . . .
We will address needs in the area of academic vocabulary building and literary comprehension in all content areas. In math, we will address needs in algebra. TMS is committed to improving Lexile scores, which will improve the academic achievement

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- *1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

in all content areas.

- The specific academic needs of those students that are to be addressed in the school wide program plan will be . . .

Deficiency in vocabulary and literary comprehension will be improved by the implementation of Writing to Win strategies in all content areas, research based intervention strategies within the reading classes, and increasing the length and frequency that targeted students spend in the Reading lab.

Deficiencies in math will be improved by the implementation of research based intervention strategies within the math classes, math across the curriculum, morning tutorial, and a math support instructor that will provide a additional support in mathematics throughout the grade levels.

Science and social studies deficiencies will be addressed during the regular instructional time using hands-on activities which may include inquiry based labs, cooperative group activities, map skills activities, after-school tutorial, and the flexible learning program, which will consist of a full time FLP teacher that will provide support/interventions in the areas of science and social studies.

Students will be ranked ordered by grade level because every student will receive 9 weeks of FLP during the student's connection's period. Sixth graders will receive two rotations of FLP because they typically have the greatest need and largest achievement gap.

- The ROOTCAUSE/s that we discovered for each of the needs were . . .

(How did you get in this situation? What are some causes?)

Root causes have been identified. There are **(1) the lack of attention to Higher order thinking skills (HOTS) during instruction and assessments, (2) weak foundations in math (e.g. multiplication, division), (3) instruction has been targeted towards the standard and not the element, (4) lack of attention to the academic vocabulary during instruction, and (5) lack of practice in applying active reading strategies to make sense of a text in all content area.**

- G. The measurable goals/benchmarks we have established to address the needs were . . .

- **Star Reading and Math Assessments with mastery on or above grade level**
- **GA Milestone passing scores in all subject areas**
- **Benchmark Assessments with mastery of 80% or better**
- **Formative Assessments with mastery of 80% or better**
- **Summative Assessments with mastery of 80% or better**

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*2. Schoolwide reform strategies that are scientifically-researched based.

2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.

School-wide Reform Strategies

- Provide math support teacher to improve individual student math skills.
- Continue writing across the curriculum (*Writing to Win*)
- Providing a local, full-time School Improvement Specialist to increase students' academic achievement in the areas of Science and Social Studies.
- Provide a math support course for all students for at least a one nine week period.
- *Thinking Maps*
- Instructional Frameworks
- Five Step Protocol
- USA Test Prep software for GA Milestone, Online software which provides remediation and practice in all content areas.
- Math Lab which consists of such programs as *Coach Connect*, *Ascend* and *Study Island* computerized programs.
- Title I Reading Lab which consists of *Coach Connect*, *Reading Plus*, *Study Island* and *Lexia Core Five* computerized programs.
- Provide reading intervention specialist support teacher to improve individual student reading skills and increase Lexile scores.

A. *Response:*

The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standard are . . . (Strategies to be used.)

- Ensuring that quality instruction is provided during a uniform 80 minute class period.
- Providing a local, full-time School Improvement Specialist to strengthen teacher practices and student performance through modeling lessons, team-teaching, tutoring for students and using a student pull out model for remediation and acceleration. The SIS also provides instructional resources and descriptive feedback from observations of the Science and Social Studies teams along with professional development opportunities.
- **Using Title I funds to help purchase supplementary materials, after school tutoring for remediation and a Flexible Learning Program that will be provide to all students during the regular school day by a full time FLP teacher.**
- **Providing interventions to students that demonstrate a need in reading and/or math as determined by Star Reading and Star Math assessments in conjunction with GA Milestone scores and classroom performance. The Reading Intervention Specialist Teacher will provide reading intervention to students during their reading classes or as needed.**
- Implementing and monitoring the Co-teaching model as determined by the LEA

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*2. Schoolwide reform strategies that are scientifically-researched based.
2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.
Monitoring Plan. <ul style="list-style-type: none">• Ensuring that all classrooms are conducive for learning and address the needs of learners with diverse cultures using the following methods: implement vocabulary activities, model fluent reading and speaking skills, use graphic organizers, encourage cooperative learning and dialogue, and plan activities that will improve the language proficiency levels of all ELL students.
2(b). Are based upon effective means of raising student achievement.

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B. Response: Following (or in our appendices) are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies... (Cite Research to support selected strategies.)

Extended Learning Time and Opportunities

Students of Terrell Middle School are provided with extended learning opportunities during the school day to expand their learning and participate in a small group or one-on one setting. There is a growing body of research evidence indicating that high quality extended learning programs can reduce risk-taking behaviors, provide positive developmental opportunities, and improve the academic performance of students, particularly those at risk of academic failure. Research shows that the correlation between time and student achievement gets stronger with more engaged time. Students at Terrell Middle School are given more academic learning time with fifteen minutes added to the school day. We will also provide after school tutorial for all students.

"As would be expected, the research shows that the correlation between time and student achievement gets stronger with more engaged time. Students who are given more allocated school time have outcomes only slightly better than students who receive less. But the correlation between time and achievement increases when students are given more instructional time, and it is even greater when students' academic learning time increases. "Silva, E. (2007). On the Clock: rethinking the way schools use time. Education Sector Reports. Retrieved from http://www.educationsector.org/research/research_show.htm?doc_id=442238 on October 16, 2008."

Local School Improvement Specialist

Terrell Middle School is in a Focus status because of its significant achievement gap between the Economically Disadvantage students and Students with Disabilities in the areas of social studies and science. The local School Improvement Specialist (SIS) position was created to assist, support, coach and collaborate with the entire staff in effective instruction, placing emphasis on Science and Social Studies to ensure quality instruction, optimize student learning and growth. The SIS will model effective instructional strategies, provide instructional resources, provide opportunities for peer observation and effective feedback. The SIS will provide professional learning that is based on the CCGPS/GPS and aligned with the instructional frameworks model to improve teacher effectiveness. Retrieved from

<http://fea.njpsa.org/documents/Stronge/Stronge%20NJ%20Trainingdistrict%20access/Tabs/Tab%206%20Educational%20Specialist%20Evaluation%20System%20Handbook.pdf>

During School FLP

Flexible Learning Program will be offered during the regular school day using a full time FLP teacher to remediate struggling learners in the areas of Science and Social Studies. The State Department identified Title I Schools as Focus Schools during the 2011-2012 school year. Focus Schools were defined as schools having the largest achievement gaps between the highest achieving subgroup(s) and the lowest achieving subgroup(s). Retrieved from

[http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Flexible-Learning-Program-\(FLP\).aspx](http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Flexible-Learning-Program-(FLP).aspx).

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Differentiated Learning

Differentiation is demonstrated in all subject areas through creating a learning environment that addresses students' diverse learning needs – physical, social/emotional, and cognitive.

To differentiate instruction is to recognize students' varying background knowledge, readiness, language, preferences in learning and interests; and to react responsively. Differentiated instruction is a process to teaching and learning for students of differing abilities in the same class. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is and assisting in the learning process. Not all students are alike. Based on this knowledge, differentiated instruction applies an approach to teaching and learning that gives students multiple options for taking in information and making sense of ideas. Differentiated instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms (Tomlinson, 2001). The model of differentiated instruction requires teachers to be flexible in their approach to teaching and adjust the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum. Many teachers and teacher educators have recently identified differentiated instruction as a method of helping more students in diverse classroom settings experience success. This report examines information on the theory and research behind differentiated instruction and the intersection with Universal Design for Learning (UDL), a curriculum designed approach to increase flexibility in teaching and decrease the barriers that frequently limit student access to materials and learning in classrooms (Edyburn, 2005).

Edyburn, D. Universal Design for Learning. *Special Education Technology Practice*, 7, 16-22. Retrieved July 30, 2014, from http://www.ocali.org/_archive/pdf/UDL_SETP7.pdf

Interventions

Interventions provide direct, targeted instruction based on the students area of weakness. An effective intervention will help a struggling learner achieve academic success. Interventions may include but may not be limited to methods such as providing additional instruction, increase the frequency of instruction, small group or individual instruction, computerized programs, and/or a specific behavior modification program.

Retrieved from <http://www.interventioncentral.org/home>

Co-teaching model

Co-teaching can be defined as two or more teachers delivering instruction at the same time in the same physical space to a heterogeneous group of students (**Friend and Cook, 2004**). Research studies have shown that co-teaching can be very effective for students with special needs, especially those with milder disabilities such as learning disabilities. When implemented correctly, co-teaching can be a very successful way to teach all students in a classroom setting.

Cook, L. (Director) (2004, April 29). Co-Teaching: Principles, Practices, and Pragmatics. *Quarterly Special Education Meeting*. Lecture conducted from New Mexico Public Education Department, Northridge.

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2(c). Use effective instructional methods that increase the quality and amount of learning time.

C. *Response:* We will increase the amount and quality of learning time by providing additional instruction before/After school, and summer school. Our current after-school program has provided our at-risk students with remediation. Our students are selected by looking at current student data, mainly in the areas of Math and Reading. After school employees are selected according to the number of students selected and their academic needs.

We have implemented a FLP during the regular school day with a full time FLP teacher to further remediate FLP students in the areas of science, social studies, reading skills, and vocabulary acquisition. The teachers, principal/instructional leader, local school improvement specialist, and members of the science, and social studies teams provide additional instruction on CCGPS/GPS.

A Math Support Instructor works with all students within each grade level throughout the school year to give additional practice of the concepts taught during the regular math instruction. In addition, a Reading Intervention Specialist Teacher will provide reading intervention to targeted reading students.

Students who did not meet learning expectations are also given the opportunity to attend summer school. Summer school is an important component in increasing the amount of learning time provided to our students.

2(d). Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).

Response:

We will address the needs of all students in the school particularly the needs of students having difficulty demonstrating proficiency related to the state's academic content and student achievement standards, through the implementation of the reform strategies previously mentioned in section 2. Additional strategies to be utilized are listed below:

- **Teachers will utilize Study Island, Lexia Core 5, Ascend, and Reading Plus to provide additional support in all content areas. STAR Reading and STAR Math will be use for progress monitoring. All STAR Reading/STAR Math report data will be used to plan and provide targeted instruction to students based on weaknesses indentified in the reports which will be given three times per school term.**
- A guidance counselor will work closely with teachers, parents and students to meet student needs.
- We will utilize the after school program to assist students with deficiencies in reading and

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math.

- After school tutorial will be use to assist students in all academic areas.
- We will utilize FLP during the regular school day and summer school to provide additional opportunities for instruction in the areas of Science and Social Studies.
- Full implementation of CCGPS/GPS standards in all content areas.
- The ESOL program (English Speakers of Other Languages) is designed to meet the needs of students not demonstrating English proficiency; a continuum of service and scheduling models will be implemented based on ACCESS (Assessing Comprehension and Communication in English State to State) results and other academic data as well as compliance with State model requirements.
- SWD (Students with Disabilities) will be served in the least restricted environment. All efforts will be made to schedule inclusion classes to allow all students to benefit from on level general education instruction. SWD receive additional support and resources and are included in all school activities.
- Effective instructional methods that increase the quality and amount of learning time.
- Interventions and tailored opportunities will be made available for all students requiring additional assistance in their area of difficulty.

Standards Based Classroom objectives include:

- All teachers are working consistently to provide appropriate instructional support/interventions for all children.
- Student achievement data is collected and reported to determine the success of the interventions being used.
- Teachers know which interventions are most appropriate depending upon the students needs.
- Any child who is exhibiting academic and / or behavioral problems will be identified and referred for intervention.
- Parents are notified of the students' need for intervention and willing to have their child participate in the interventions.
- Students are making a genuine effort to succeed.

Additional Resources to provide opportunities for students to succeed include:

- **Purchase additional resources needed in science and social studies to assist teachers with the learning and teaching process (See attached School Improvement Plan (SIP) for a detail list of classroom resources).**
- Provide professional development on the effective utilization of technology during instruction, HOTS, differentiation, co-teaching, data driven instruction / assessments (FIP), closing achievement gap, classroom management, and parent and community involvement .
- Increase time accessibility for students to use the computer lab during and after school.

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Terrell Middle School will ensure that the academic needs of all students, particularly targeted population have been met and are consistent with improvement plans approved under the ESEA of 1965. These needs will be met through the following:

- **On going administrative and leadership team walk-throughs**
- **Parent, teacher and student surveys**
- **TKES student surveys**
- **Monitoring of lesson plans**
- **Teacher conferences and effective feedback**
- **Benchmark exams**
- **Formative assessments**
- **Summative assessments**
- **GA Milestone, Grade 8 Writing Assessment, ACCESS and GAA data**

2(e). Must include documentation to support that any educational field trip used as an instructional strategy is aligned to the comprehensive needs assessment found in the schoolwide plan and must be connected to the support of assisting students to achieve proficiency or advanced status in relation to the state academic content standards. Documentation must be provided during the budget approval process. Required based on FY12 US ED monitoring finding for Georgia.

Response: Terrell Middle School does provide educational field trips for students; however, fieldtrips are not paid for with Title I funds.

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

Response:

All members of the Terrell Middle School staff satisfy the highly qualified teacher standard. All teachers and paraprofessionals participate in on-going professional development to maintain their training. Paraprofessionals are provided professional development by school leadership staff, PD360, and Southwest Georgia RESA. The certified staff is provided professional development opportunities through school leadership staff, PD360, GLRS, need based conferences, and RESA course offerings at the RESA educational center in Camilla as well as embedded professional development opportunities.

Terrell Middle School will:

- Reimburse for GACE testing and tutorials
- Assign mentors to TAPP/ NET-Q teachers and attend workshops required by TAPP/ NET-Q guidelines
- Provide professional learning on using a variety of formative instructional practices (FIP) to monitor student progress over the units and adjust instruction to meet the needs of the students

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

- Assign mentors to new teachers to guide them throughout the year.
- Make funds available to help educators maintain their skills by attending significant professional development, which includes upper-level college courses. These funds are available to pay for teachers to become highly qualified in their own area, or in an area for which the district is lacking. Teachers are encouraged to take advantage of these funds and are even required to complete two-four professional development activities as part of their yearly requirements to qualify for Quality Teaching Funds.
- Participate with different colleges occasionally; send a survey about what would help make teacher education courses more effective and more valuable to their students.
- Distribute information from colleges to teachers regarding current educational opportunities.
- Will assist teacher education programs in local colleges and universities by providing college students an opportunity to do their student teaching in the school. The school encourages this collaboration and thus feedback and recommendations can be made directly to the college supervisor. These opportunities have provided valuable experiences for the students and staff.

***3(a). Strategies to attract highly qualified teachers to high-needs schools.**

A. Response:

The LEA has put several strategies into place to encourage and attract highly qualified teachers to employment in the district: Extra-curricular positions (coaching jobs, activity advisors, etc) are offered to incoming teachers, as available, to improve salary and give new teachers the opportunity to become involved in the community. Local supplements are paid to teachers accordingly: Bachelors \$1080; Masters \$1540; Specialist \$2040 and Doctorate \$2540. Math and science teachers that are certified and highly qualified are given a stipend due to critical areas of need at Terrell Middle School. Administrators attend regional Teaching Fairs and offer on the spot contracts to selected new teachers. Veteran mentors are provided for all new teachers (less than 3 years experience in the Terrell County system). A rural setting and a more personal relationship with staff and students are key components to recruit and maintain qualified people at our school. Great effort is made to hire qualified applicants from the area because they are more prone to remain in the area for the duration of their employment.

Certification deficiencies are addressed by following the SBOE guidelines. Quality teaching funds are available to help educators maintain their skills by attending significant professional development. These funds are available to pay for teachers to become highly qualified in their own area or in an area for which the district is lacking.

***4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.**

Response:

* Required component of SWP as set forth in section 1114 of ESEA



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***4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.**

A. We have included teachers, principals, para-professionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs. For example . . . (Be specific)

Professional development is ongoing and comprehensive to help meet the needs of students. It is comprised of opportunities that target a specific group or focus on a specific area of need. Specific observation data, personal interests and professional development is derived from surveys given to parents, students, faculty and staff as well as community stakeholders. **From these methods, needs are established and prioritized to address the root causes of our identified academic needs.** For example:

- The Terrell County system-wide vertical teams meet quarterly to analyze strand data in each content area.
- The same data is further reviewed during departmental meetings.
- In-house re-delivery of staff development will be offered to para-professionals, the school social-worker, nurse, parent coordinator and members of the PTO as appropriate.
- **Higher Order Thinking Skills during instruction and assessments**
- **Effective teaching strategies in all content areas**
- **Formative Instructional Practices (FIP)/ Using data to drive instruction**
- **Active reading/writing/vocabulary strategies to make sense of a text in all content area.**
- **Differentiated Instruction in all content areas**
- **Effective co-teaching model**
- **Use of technology during instruction**
- **Parental and community involvement**
- **Classroom management: Time and Behavior**

B. We have aligned professional development with the State's academic content and student academic achievement standards (GPS and CCGPS) to provide teachers with the knowledge and research-based strategies which will help teachers assist all students in achieving the required standards. Terrell Middle School will provide professional development opportunities based on the results of the GA Mileston. The Terrell Middle School Leadership Team has identified several areas of needs based on the school's 2013-2014 student performance data. (The plan will be updated when the 2013-2014 CCRPI data arrives.)The greatest needs are in social studies and science for all students. The school will focus on professional learning for regular education and SWD teacher and the co-teaching model as well as in the content areas of science and social studies.

C. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. For example . . . (money, time, resources, instructional coaches)

It has been determined that the quality of instruction and delivery method that engages the

* Required component of SWP as set forth in section 1114 of ESEA



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***4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.**

learner is our main cause of academic problems. The following resources have been put in place to effectively carry out the professional development activities that address those root causes. For example:

- Promethean boards--Promethean boards have been placed in every classroom to enhance student learning and achievement. The boards will be used as a tool to give student an avenue for hands-on learning. The Promethean system comes with the slate, acti-votes and a laptop computer.
- Brainchild--Brainchild is a web-based program that can also be used as a hand-held electronic device. Brainchild products can be used to assess student understanding of academic content in an engaging manner. It can also be used as an intervention for struggling learners.
- Title I Lab and Lab Manager--The Title I Computer Lab is also a resource that will be utilized by our students. Students have a daily schedule which includes time for the computer lab. The lab manager assists the teacher in building and enhancing computer skills for the students. The Lab manager also manages web-based instructional programs and reports to the academic teacher.
- A full-time local School Improvement Specialist (SIS) has been provided to raise student achievement in the area of science and social studies. The SIS provides staff development for teachers to give them tools and activities to enhance the students' achievement in the area of science and social studies.
- Tablets have been purchased for instructional use and teachers will be provided professional learning on how to use the tablets to assess student learning and drive instruction.
- E-Books will be purchased for instructional use and teachers will be provided professional learning on how to use the device to read across the curriculum, which will help to improve Lexile scores.
- Elmo--The Elmo is a multi-purpose document projector that aids instruction by displaying pictures, documents and allowing teachers to record instructional segments.
- SLDS training will be provided for teachers to use in their instruction. Teachers will use SLDS to access data that will drive formative instructional practices.
- GOIEP training has been provided for SWD teachers to ensure that they have the ability to write federally compliant IEP's and avoid the most common compliance issues.
- PD360 and Observation 360 training has been provided to engage and monitor professional development that will address root causes of our academic needs mentioned above.

D. 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 . . .

Professional development at Terrell Middle School will be ongoing and comprehensive.

Professional development time will be embedded in the school day, offered after school, offered

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on Saturdays, and during the summer. Opportunities to extend teacher knowledge and apply effective techniques will be supported through workshops, professional learning communities, modeling and coaching. Classroom teachers and support teachers will be encouraged to work collaboratively to implement new teaching techniques. Professional development topics will include the Literacy Across the Curriculum as well as effective writing and instruction in mathematics, science and social studies. Periodic staff meetings will be dedicated to examining student work to help establish common expectations for student performance and to share teaching techniques which will help all students achieve required standards.

Teacher planning time will be utilized to create and maintain an effective professional learning community in order to:

- Implement the Instructional Framework
- Align assessment items to GPS/CCGPS
- Analyze assessment data to adjust instruction
- Provide professional learning to teachers on analyzing student work and writing descriptive teacher feedback in order to enhance students understanding of standards taught
- Use a variety of formative assessments (e.g. peer response groups, constructed response, rubrics, reflective assessments, performance task and projects) to monitor student progress over the units and adjust instruction to meet the needs of the students
- Develop a schedule that effectively utilizes the expertise of staff development of Individual Equity Professional Plan for teachers not highly effective (SDCE)
- Develop and use a common observation/feedback form to regularly monitor and support curriculum, instruction and assessment practices using the School Keys

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***5. Strategies to increase parental involvement.**

In completing this section, you should review the parental involvement strategies already defined in your school's parental involvement policy. These could include many of the suggested responses below, although other strategies may still be considered.

Response:

- A. We have involved parents in an organized, ongoing, and timely way in the planning, review, and improvement of schoolwide programs and the school parental involvement policy by sending Terrell Middle School parents notification of planning and review sessions. Terrell Middle School has developed the Parental Involvement Policy through the collaborative efforts of the school personnel, community members, and parents. Parents were notified of the planning and review session through flyers, television announcements, news paper, TMS Facebook page, emails and community bulletins. During the planning sessions, an agenda and written copies of the planning/review procedures were distributed to guide attendees through the process.
- B. We will update the school Parental Involvement Policy (PIP) periodically to meet the changing needs of parents and the school. PIP is distributed to the parents of participating children, and the parental involvement plan is made available to the local community by inclusion of PIP on the school's webpage, posting of the PIP in the Terrell County School System's Parent Resource Center, and copies of the PIP will be made available to parents of TMS student body in the principal's office. Parents and community members will continue to serve as committee members for revisions and updates as needed. The PIP updates will be geared toward the data that is collected from parental surveys that will be issued throughout the school year.
- 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, the school parental involvement policy, the school-wide plan, and the school-parent compact and encourage, as well as, invite all parents of participating children to attend. Parents will be notified of the annual meeting through flyers, television announcements, the local news paper, TMS Facebook page, emails and community bulletins. We will encourage parent participation by providing a flexible number of meetings. In addition, light refreshments will be served and student work will be on display. TMS will provide door prizes for participating parents, and students whose parents participated will receive incentives.
- D. We have offered a flexible number of meetings, such as meetings in the morning or evening, and may also provide, with funds provided under Title I: transportation, child care, or home visits, as such services relate to parental involvement. The meetings will be sustained using the data collected from the annual parent surveys and evaluation forms

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given to parents at the end of each meeting or parent workshop.

- 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, and provide opportunities for regular meetings, if requested by parents. Parents will be encouraged 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 practicably possible, by addressing the above items during the annual Title I meeting in detail. At the beginning of the year through student registration, parents are given information about Title I programs and implementation. Students are given a handbook that provides information about the state/district curriculum, promotional/retention requirements, Title I programs, and the SWD program. During Open House at the beginning of the year, teachers discuss with parents the forms of academic assessments used to measure students' progress, students' expectations, and proficiency levels students are expected to meet. Parental concerns are able to be addressed during the teacher's planning time, after school, or during scheduled meetings by the parent, teacher, counselor, and/or building level administrator.
- 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 by conducting a meeting which include parents, students, teachers, and school administrators. During the meeting, we will work together to create a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improving student academic achievement.
- 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, by conducting a morning orientation, parent/student grade level night, GA Milestone workshops, parental engagement workshops, Annual Title I meeting, and FLP parent meeting to ensure that parents understand the necessary requirements for their child to be academically successful.
- 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, by conducting a PIP planning meeting. During the meeting we will administer a survey to parents to identify the areas of concerns.

The following have been identified as areas of concerns:

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- Training on how to use the Parent Portal
- After school tutoring for parents
- Creating a “Homework Help” hotline or webpage
- Parents would like to see the school implement advance classes for middle school students.

We will use the survey data to provide training and materials in the needed areas that were identified by the parents.

- I. We will provide training to educate the teachers, pupil services personnel, principal, 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 implement and coordinate parent programs, and build ties between parents and the school, by communicating with the System-wide Parent Engagement Coordinator to provide professional learning for the school’s stake holders in order to build a positive effective communication school and home.
- 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, by initiating a Parent-Teacher Organization (PTO) that will encourage parental involvement.
- 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, by providing all information in parents’ native language and a parent friendly format when distributing pertinent information through flyers, television announcements, news paper, TMS Facebook page, emails and/or community bulletins.
- 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 alternative formats upon request, and, to the extent practicable, in a language parents understand, by ensuring parents of ELL and migratory students are kept abreast of school issues through flyers, television announcements, newspaper, TMS Facebook page, emails, and community bulletins in their native language or make provisions to have an interpreter at the meetings. Parents of SWD students will be provided the similar opportunities as ELL and migratory parents.

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***6. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.**

Response:

We will plan activities for assisting preschool children in the transition from early childhood programs. We have also included transition plans for students entering middle school, entering from private schools, entering from home school, and entering high school, which includes students entering our school throughout the school year

At Terrell Middle School, we believe that early intervention is the key to long lasting student success. We are making gains in this area currently and plan to expand our efforts. Students scheduled to enter 6th grade along with their parents will be invited to visit the middle school before school begins. The program led by teachers, counselors, and administrators, introduces them to the middle school academic and behavioral expectations, and local promotion requirements, and the behavior modification program. Students will also be informed of extracurricular activities, such as band, National Junior Honor Society, track and field, drama club, football, softball, basketball, baseball, and student council. They will be given their class schedules for the upcoming year. The time will be spent having the students and parents visit teachers on the schedule as well as discussing pertinent information.

There will be a Transition Plan for all SWD students, including those identified in the Georgia Alternate Assessment Program (GAA). The following paragraphs explain in detail the purpose of the Transition Plan and all components that are included in the plan in order for a student to experience success after graduating from high school.

The purpose of a Transition Service Plan is to assist students, with their IEP team and other natural supports, to build the skills and support they need to reach their post-school goals. The successful transition of students with disabilities from school to post school environments is a priority of every IEP team. Additionally, all students must have an Individual Graduation Plan prior to leaving middle school, in accordance with the College and Career Ready Performance Index (CCRPI).

At Terrell Middle, we have developed the additional steps to address the transition from elementary to middle school:

- Counselors and middle school students from that feeder elementary visit each school with a small but information packed student handbook, a warm talk, and a question/answer session
- Feeder elementary schools visit our school in the summer during registration, where they are met by the counselors and administrative team, and student leaders take them on tours of the building
- A Open House Night is held in July to allow parents and students to meet the 6th grade teachers and learn more about the curriculum and extra-curricular offerings for students

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- Various parent engagement activities are provided for parents to visit classrooms, see students in action, and meet with the principal to discuss concerns and ask for additional information
- Band students perform for feeder elementary schools to encourage participation and allow elementary students to see how productive and fulfilling middle school is
- Student athletes and club leaders dialogue with 6th graders about extra curricula activities and expectations
- A separate 6th grade orientation where 6th grade students work in teams to begin to know their fellow students and teachers

At Terrell Middle, we have developed the additional steps to address the transition from middle school to high school:

- Having our counselors work with 8th grade students on career plans and narrow the pathways of those careers to allow them to focus on a few goals
- Working closely with the high school counselors and administration to ensure a smooth transition into appropriate classes and activities
- Allowing 8th graders to be exposed to high school CCGPS/GPS after GA Milestone

At Terrell Middle, we have developed the additional steps to address the transition from private school and home school to middle school:

- As students enter, the school counselor and administration to ensure a smooth transition into appropriate classes and activities
- Students are assigned a mentor that will travel with the student to get them acclimated to the school
- Students are given a school agenda/handbook that is reviewed by the counselor and the student, which includes school rules/ policies such as dress code, discipline, and academics
- Entering students are exposed to middle school CCGPS/GPS prior to taking the GA Milestone
- Diagnostic test such as STAR reading/math and Study Island are given to assess the student's academic level and interventions are assigned appropriately

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- *7. Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program.

Response:

The ways that we include teachers in decisions regarding use of academic assessments are . . .

- School Improvement Planning team meets twice monthly.
- Departmental teams meet to look at students' assessment data.
- Vertical teams meet to look at students' assessment data on state and national (if available) level tests.
- Grade level teams meet to look at curriculum, assessment and instruction.
- RTI meetings are schedule every 4 1/2 weeks to address the needs of targeted students

The Leadership Team at Terrell Middle School will continuously monitor the implementation of research-based strategies in order to develop standards-based classrooms at all grade levels and content areas.

The Leadership Team at Terrell Middle School will establish, implement, and monitor a systematic process to allow for teachers to meet in collaborative groups in order to address gaps and needs identified in the school improvement plan.

- Meet with colleagues during the school day/planning periods on a scheduled weekly basis.
- Collaboratively plan for instruction
- Examine student work
- Monitor student progress
- Assess the effectiveness of instruction (i.e. teaching strategies)
- Develop formative assessments
- A cohesive and comprehensive system will be established to ensure that all administrators and instructional personnel use assessment data to design and adjust instruction to maximize student achievement.
- All instructional personnel will routinely and systematically implement a variety of effective and balanced assessment techniques as part of a comprehensive school-based assessment and evaluation system.
- All staff will participate in professional learning that will reinforce understanding and use of strategies for promoting equity and high expectations for all students, application of research-based teaching strategies, and assessment processes.
- Programs and policies will be established and monitored as well as support the academic, social-emotional and relational growth of each student and the professional growth and enhancement of all educators.

The school leadership team will effectively demonstrate the principles and practices of distributed leadership as part of the process of shared governance.

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Terrell Middle School will promote active and sustained involvement of student, family, and community, establish and enhance organizational structures and processes to ensure that students, families, and community members play an active and sustained role in school governance, decision-making, and problem –solving, and address student, family, and community needs through appropriate services and cross-institutional partnerships.

*8. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:

- Web base programs
- Tutorial with teacher after school
- After school program
- Saturday school
- Interventions which targets the need of the student
- Remediation with the SIS
- Use of FIP to drive instruction

8(a). Measures to ensure that student's difficulties are identified on a timely basis.

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, and additional assistance. These activities are offered throughout the school year to assist students with academic success in the classroom. These programs are offered before, during and after school, and on Saturdays. Our efforts will also involve providing professional development to teachers to assist them in the identification of student difficulties and the provision of appropriate assistance. Parents will also be made aware of their child's difficulties. All students are screened for academic difficulties at least three times a year using the Star Reading and Star Math universal screener. In order to ensure that students' difficulties are identified on a timely basis, formative assessments data are recorded and monitored frequently. Students are assessed weekly in all academic areas. Benchmark assessments and other data are collected. Students falling below proficiency are provided additional instruction in the area of weakness.

Every four and a half weeks a progress reports or report cards will be issued to students to take home to their parents. Teachers, counselors, and administrators will identify those students who have failed reading and/or math and strategize for improving academic success. Students will be referred to the Intervention Team where the committee will recommend individualized interventions.

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Parents and students will be encouraged to utilize the online parent portal whereby students and parents can track grades, assignments, attendance, and discipline. They will be given access to teachers' email addresses in order to communicate with their child's teachers. Also, teachers are required to make parent contact when students are struggling academically.

Before and after school tutoring programs will be offered to students needing additional help. For students who want to prepare to retake the eighth grade CRCT in Math and/or ELA, we will have a summer tutorial and test preparation sessions prior to the summer retest. Also, all students will be given a pass code to access USA Test Prep program, Coach Connected, Study Island, Ascend, Lexia Core Five, Brain Pop, and Reading Plus online.

8(b). Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties.

Response:

The local SIS will work collaboratively with the Terrell Middle School intervention team to provide periodic training for teachers in areas such as intervention strategies, differentiation of instruction, grouping students for differentiation and other areas that will help teachers better provide appropriate assistance for identified difficulties.

The SIS is providing classroom teachers and other instructional staff members with strategies, tools, and techniques to effectively teach science and social studies to all students.

Essential Functions and Performance Responsibilities:

Leadership/Professional Development

1. Attend state presentations on science and social studies research and effective coaching. .
2. Participate in ongoing professional development related to science and social studies content knowledge, pedagogy, and coaching.
3. Use student level data as a means of greater inquiry
4. Use student level achievement data to identify staff development needs and evaluate data
5. Co-teach and model instruction.

Collaboration

1. Hold weekly grade level team meetings
2. Coordinate ancillary staff's participation
3. Meet with administrator to brainstorm obstacles in meeting CCRPI goals.
4. Collaborate with science and studies teachers

Evaluate Implementation

1. Ensure consistent and accurate student data

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2. Analyze classroom and grade level data; share information with teachers
3. Facilitate completion of external evaluation (teacher surveys, classroom observations)
4. Schedule classroom observations regularly; identify areas of concern; work and create assignments for teachers
5. Identify and communicate areas of concern to principal
Curricular Materials
6. Facilitate the distribution of research-based curricular materials and manipulatives in K – 12 grade math classrooms.

Required Skills:

1. Problem solving.
2. Planning and organization.
3. Knowledge and experience in math curriculum implementation.
4. Evidence of continued professional development.
5. Evidence of taking leadership positions.
6. Ability to work independently and in groups.
7. Computer application skills, including Microsoft Office products and district requisitioning programs.
8. Ability to communicate effectively, both orally and in writing.

PD 360

At Terrell Middle School PD 360 will be used as a professional development tool for teachers to enhance student achievement in all subject areas. It will also be used on an individual basis to assist teachers in specific areas of need. PD 360 can be used to create a structured learning experience for an individual teacher or even an entire school. Educators can instantly find the help they need on nearly every topic, including differentiation, assessment, English language learners, leadership, and more.

8(c). Parent-Teacher conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to the student at the school or in the community.

Response:

Parents play an integral part in providing additional assistance to students in need of academic supports. Parent-teacher conferences are initiated by teachers, students, parents, counselors and/or administrators and will be conducted as necessary for struggling students. These conferences will focus on providing strategies for student academic improvement, utilizing a team approach. Parents serve as part of the intervention team for their particular child and are invited to all meetings about the child. Teachers are able to discuss both the strengths and weaknesses of the student in detail and describe the intervention strategy that will be utilized as well as the duration. This conference time is done in a round table approach in which all parties work actively to provide strategies to help students. Strategies will include individual tutoring with the teacher, possible peer tutoring, and additional academic resources such as lab time.

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Parents are also given strategies that can be used at home to provide additional assistance. Considering that some strategies may be web-based, Terrell Middle School makes an effort to divert parents to the Public Library and the Title I Parent Resource Center located on the joint campus of Terrell Middle and Terrell High. Parents are given both computer and internet access. In addition, the 21st Century academic program provides free after-school tutorial and academic/cultural field trips to the students of Terrell County. The program director, program teachers, and Terrell County School System work together to ensure that learning goes beyond the regular school day.

***9. Coordination and integration of federal, state, and local services and programs.**

This component requires a description of how the school will implement the programs listed above, a description of how Title I resources and other resources will be coordinated to support student achievement goals in the school improvement plan, and a listing of all state and federal programs consolidated in the schoolwide plan.

Terrell Middle School works with multiple agencies to ensure coordination efforts on behalf of migrant students, homeless students, immigrants, ELL students, neglected and delinquent students, at-risk students, and early childhood students. The following information outlines procedures for identifying and serving the previously named groups.

Migrant: Terrell Middle School collaborates with Georgia DOE Migrant Education Program (MEP) Region 2 Office, DFACS, Terrell County Family Connections, and Social Workers to monitor mobility/identification and needs of the migrant population. All students are given an Occupational Survey to determine if they might qualify for the Migrant Education Program. As these students enter the school system, registrars ask a series of questions in conjunction with the Occupational Survey to access the students and families and Georgia DOE Migrant Education Program (MEP) Region 2 Office to determine student/family needs. Among the educational services offered to these students are regular education setting, interventions, Remedial Education Services, Gifted services, RTI/SST Services, Special Education services, ELL services, after school tutoring at all grade levels, FLP, and mentoring and counseling services. Teachers report academic achievement to the specific parties and parents on an ongoing basis. Additionally, the social worker monitors and reports the status to other necessary agencies throughout the school year. Currently, TMS has no identified migrant students.

Homeless: Terrell Middle School collaborates with DFCS, Terrell County Family Connection, and social workers to monitor mobility/identification and needs of the homeless population. As these students enter the school system, registrars ask a series of questions to access the status of students. Following the initial interview, the social worker meets with the students and families and DFCS to determine student/family needs. Teachers report academic achievement to the specific parties and parents on an ongoing basis. Additionally, the social worker monitors and reports the status to other necessary agencies throughout the school year. Title I has set aside

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funds in the event homeless children are identified to satisfy any un-met needs of the homeless population of students after collaborating with the homeless liaison and community agencies including DFCS, Terrell County Family Connections, and Social Workers. The set aside determination was based on the State's minimum amount and the needs after collaborating with liaison and community agencies. Additional needs may consist of tutoring, school supplies and whatever un-met needs from the collaboration with the Homeless liaison and community agencies. If the set aside funds are determined throughout the year to be inadequate or not needed, the consolidated application will be amended to allocate funds to support the additional needs of homeless students or other groups identified within this narrative. Currently, TMS has 1 homeless student.

Immigrant: Terrell Middle School collaborates with Terrell County Chamber of Commerce, DFCS, Terrell County Family Connections, and social workers to monitor mobility/identification and needs of the immigrant population. As these students enter the school system, registrars ask a series of questions in conjunction with the Home Language Survey to access the status of students. Following the initial interview, the social worker meets with the students and families and DFCS to determine student/family needs. Teachers report academic achievement to the specific parties and parents on an ongoing basis. Additionally, the social worker monitors and reports the status to other necessary agencies throughout the school year. Current, TMS is unable to identify any immigrant students.

ELL: Terrell Middle School collaborates with Terrell County Chamber of Commerce, Georgia DOE Migrant Education Program (MEP) Region 2 Office, DFACS, Terrell County Family Connections, and social workers to monitor mobility/identification and needs of the ELL population. As these students enter the school system, registrars ask a series of questions in conjunction with the Home Language Survey to access the status of students. Following the initial interview, the social worker meets with the students and families and DFCS to determine student/family needs. Students are administered the appropriate screening tests and interviewed to determine needs. Those eligible qualify for LEP services and are served through the ELL program as long as parent permission is obtained. Teachers report academic achievement to the specific parties and parents on an ongoing basis. Additionally, the social worker monitors and reports the status to other necessary agencies throughout the school year. Title III funds are used for supplies, materials, and services in addition to those previously named. Currently, TMS has 1 ELL students being served and 4 being monitored.

Neglected and Delinquent: Terrell County School System collaborates with DFCS, Terrell County Family Connections, DJJ, and social workers to monitor mobility/identification and needs of the neglected and delinquent population. As these students enter the school system, registrars ask a series of to access the status of students. Following the initial interview, the social worker meets with the students and families, DFCS, and foster parents to determine student/family needs. Teachers report academic achievement to the specific parties and parents on an ongoing basis. Additionally, the social worker monitors and reports the status to other

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necessary agencies throughout the school year. Currently, there is no delinquent home enrolled in TMS.

At-Risk: Terrell Middle School collaborates with Georgia DOE Migrant Education Program (MEP) Region 2 Office, DFACS, Terrell County Family Connections, Terrell County Chamber of Commerce, DJJ, and social workers to monitor mobility/identification and needs of the at-risk population. As these students enter the school system, registrars ask a series of questions to access the status of students. Following the initial interview, the social worker meets with the students and families, DFCS, and foster parents to determine student/family needs. Students are administered the appropriate screening tests and interviewed to determine needs. “At risk” and mobile students are referred on an ongoing basis by principals, counselors and teachers at each school to the system social worker. Teachers report academic achievement to the specific parties and parents on an ongoing basis. Additionally, the social worker monitors and reports the status to other necessary agencies throughout the school year.

9(a). List of state and local educational agency programs and other federal programs that will be included.

Response:

The following funding sources and local service and programs were used to address the needs of the School Improvement Plan:

- Title I Part A – Programs for Disadvantaged Children
- Title II Part A – Teacher Quality
- Title II Part D – Enhancing Education through Technology
- Title IV – Safe and Drug Free Schools
- IDEA – Programs for Exceptional Students
- Perkins - CTAE/Vocational Education Program
- Regular state funds from the QBE formula
- Professional Learning

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9(b). Description of how resources from Title I and other sources will be used.

Response:

Among the educational services offered to the students are regular education setting, Remedial Education Services, FLP, Gifted services, RTI/SST Services, Special Education services, ELL services, after school tutoring at all grade levels, Title I services, in addition to mentoring and counseling services. Services will be coordinated based on students' needs.

Title I funds will be used to support a SIS, math support teacher, reading intervention specialist teacher, supplementary instructional materials, equipment for academic areas, computers for Title I labs, computer programs for the Title I labs, and parent involvement Coordinator/Resources. Title I funds will also be used to support a literacy intervention teacher. Title II funds are used in the district for professional learning and class size reduction.

As a part of the Title III consortium can provide supplemental supplies and services to our ELL students upon request. State and federal special education funds (IDEA) are used to pay for the excess costs of providing special education and related services to children with disabilities. CTAE funds (local, state, and federal) are used for supplies for CTAE instruction.

Also, technology in the classrooms will enhance the instructional strategies provided to students. Instructional software will enhance literacy and math skills of struggling students. Intensive Intervention Pull-Out/Push-In instruction will be provided for some Tier 2 and 3 students. Education materials and ELL district support services will be provided to improve the education of immigrants and English Language Learners. District Homeless Coordinator/Social Worker will provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

9(c). Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.

Response:

Terrell Middle School will ensure that students are prepared for the "World of Work" by making education relevant to student's future career choices. The teachers, principal/instructional leader and local school improvement specialist will implement and monitor rigorous instruction that will prepare students for college or/and careers. Instruction will be adapted to fit the various learning styles of the student population to ensure students receive instruction the way they learn best. Students will learn the employability skills that employer's value which includes: work attire, attendance, prompts, following directions, effective communication and getting along with others, and community service. In addition, the school counselor will teach the students about the 17 career clusters during classroom guidance. The counselor will assist the students in taking

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a career assessment each year. During their eighth grade year, TMS students will create an Individual Graduation Plan that will be used during grades 9-12 in selecting classes for their career pathways. Eighth graders will further explore career choices by participating in a “Job Shadowing” program, in which they will learn about different careers through on the job training.

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

Response:

Terrell Middle School continuously shares progress with parents and students. Parents are informed of their child’s progress through various methods including, but not limited to a Parent Portal which is a computer-based system which allows parents to view their child’s progress, attendance and other important information. Progress reports are printed and sent home every 4 ½ weeks. Report cards are printed and sent home at the end of each 9week period. Parents are offered opportunities to meet with their child’s teachers via Open House, parent conference nights, and by appointment. During scheduled appointments, a description of individual student assessment results and interpretation are provided to parent in more details.

Prior to the administration of the GA Milestone, TMS will have several parent workshops which will provide parents with information about the new assessment and how to interpret the score report. In May, parents are informed of their child’s progress on the GA Milestone with a school generated form. Each student is given an individual form with his/her scores. At this time, parents are given an opportunity to meet with teachers to discuss the results. Also, parents are informed of their child’s progress on the GAA and ACCESS when the results are received by the school.

When individual state reports are received in the fall, parents are given a copy and another opportunity to meet with teachers to discuss their child’s results.

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

Response:

The system's testing administrator ensures that schools have paper copies of all state assessments in a timely manner and assists schools in disaggregating the data to identify trends, strengths, and weaknesses. The principal and instructional team provides professional development and an informational meeting to provide the staff and parents with an analysis of the test results. Disaggregated data is presented during the system's leadership retreat and grade level meetings to provide an analysis based on content, grade, ethnicity, students with disabilities, and comparison studies from previous years. A variety of data sources will be used to retrieve school data such as: SLDS, system needs assessment, state generated reports, TKES survey report, student growth reports, and GA Milestone and GAA detail reports.

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

Response:

The system's testing administrator collects all testing information directly from the GADOE Portal assigned to the school system. The information is transmitted directly from the GADOE and has been certified as reliable and valid by the Georgia Department of Education.

13. Provisions for public reporting of disaggregated data.

Response:

Disaggregated data is made available to the public by way of the Terrell County School District website, <http://www.terrell.k12.ga.us/>, the GADOE website, <http://www.gadoe.org> and during open Terrell County Board meetings. This data is compiled into excel spreadsheets and shared informally with the school board at the June meeting. After that meeting, results are available at the Superintendent's Office and the Title I Parent Resource Room.

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14. The plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers under section 1117, determines that less time is needed to develop and implement the schoolwide program.

Response:

The plan will be reviewed and updated annually with assistance and guidance from the district.

15. 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:

Initially, a public meeting was held July (5th and 12th) of 2012 in the Technology Lab for TMS at Carver Elementary School. This meeting provided input in the planning, development, and implementation of the Title I Program and the FLP. The community was invited to provide comments at the Title I Office by phone, fax, and/or email. The Annual Title I meeting was held on September 24, 2013. TMS held a SWP planning meeting for parents on May 13, 2014. Feedback received from parents was used to further revise the plan. Although several meetings are held to provide parents an opportunity to assist with the revision of SWP, parents are often surveyed and are encourage to make suggestion on how to improve academic achieve at TMS throughout the school year. The Title I Parent Resource Center is available to parents daily. The Parent Engagement Coordinator communicates and disseminates pertinent Title I information.

The members of Terrell Middle School Leadership Team were given a copy of the SWP and SIP to take to the departmental meetings for revisions and additions. A copy of the Title I School-wide Plan for Terrell Middle School was presented to the School Council. Additionally, copies will be made available for parents, students and the community on the school website, Title I office, Parent Resource Center, and in the office of the principal.

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

Response:

The approved school-wide plan will be made available to the LEA, parents, and the public via the Terrell County School District Website. A notice will be placed on the school website that indicates dates and times the plan will be available for viewing. Several copies are maintained in the Terrell Middle School's principal office and the Parent Resource Center. All stakeholders are invited to visit the principal's office and peruse the document. Any further comments or

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concerns are welcomed and addressed with due diligence.

17. 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.

Response:

The School-wide Title I Plan will be made available in English and Spanish, both in hard copy and electronic format. Any other language will be made available upon request.

18. Plan is subject to the school improvement provisions of section 1116 of ESEA as amended by Georgia's ESES Flexibility Waiver.

Response:

This plan is subject to the school improvement provisions of Section 1116 of ESEA. The state academic assessments and other indicators are used annually to review Terrell Middle School's results for the CCRPI Score.

Last school year, GaDOE transitioned from needs improvement (NI) distinctions based on AYP reports to Reward, Priority, Focus, and Alert distinctions based on the ESEA Flexibility Waiver formulas. Title I schools now implement specific programs and interventions based on Reward, Priority, Focus, and Alert School status. In addition, the GaDOE ESEA flexibility waiver outlines Georgia's new Single Statewide Accountability System, the College and Career Readiness Performance Index (CCRPI). The CCRPI now serves as a comprehensive report card for all schools in Georgia. From 2012-2015, Terrell Middle School will be served as a Focus School.

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