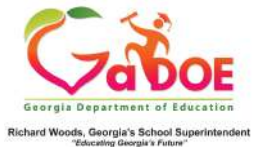




**Georgia Department of Education
Title I Schoolwide/School Improvement Plan**

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: Stockbridge Middle		District Name: Henry County
Principal Name: Purvis Jackson		School Year: 2016-2017
School Mailing Address: 533 Old Conyers Road, Stockbridge, GA 30281		
Telephone: 770-474-5710		
District Title I Director/Coordinator Name: Dr. Sandra Moore		
District Title I Director/Coordinator Mailing Address: 33 N. Zack Hinton Pkwy., McDonough, GA 30253		
Email Address: Sandra.Moore@henry.k12.ga.us		
Telephone: 770-957-6547		
ESEA WAIVER ACCOUNTABILITY STATUS		
(Check all boxes that apply and provide additional information if requested.)		
Priority School <input type="checkbox"/>	Focus School <input type="checkbox"/>	
Title I Alert School <input type="checkbox"/>		
Principal's Signature:		Date:
Title I Director's Signature:		Date:
Superintendent's Signature:		Date:
Revision Date:	Revision Date:	Revision Date:



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	POSITION/ROLE
Purvis R. Jackson	Principal
Terri Hall	Assistant Principal
Andy Pike	Assistant Principal
Purvis Jackson	Special Ed Dept. Chair
Betsy Sierra	Media Specialist
Ronda Kustick	Graduation Coach
Devon Crowder	Connections Dept. Chair
Crishanta Williams	Science Dept. Chair
Je-Nita Stafford	Math Dept. Chair
Shannon Stiles	Social Studies Chair (8th grade)
Cindy Ethredge	ELA Dept. Chair
Shannon Stiles	Gifted Chair
Dr. Renee Williams	Counselor
Lynnia Davis	Counselor
Kirstin Jones	7th Grade Chair
Nelven Bedford	6 th Grade Chair
Je-Nita Stafford	Title I Instructional Lead Teacher
Kimberli Stone	Title I Parent Involvement Paraprofessional
Diana Leatherwood	Title I Math Teacher
Sandra Crum	Title I Literacy Teacher
Latricia Wade	Parent
	Parent

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:

We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan by implementing various strategies to increase student achievement based on the College and Career Ready Performance Index (CCRPI), according to our student population. Those persons involved were teachers, parents, students, local administrators and central office personnel. The ways they were involved include teacher, student, and parent surveys, anecdotal feedback from teachers and students, ongoing review and input from district level staff, as well as an analysis of information from standardized test data.

We have used the following instruments, procedures, or processes to obtain this information:
Continuous School Improvement Plan Data: GAPPS analysis, Georgia Milestones scores, Common Formative Assessment (CFA) scores, formative and summative classroom assessment data, GRASP data, Teacher and Student Perception Surveys

- Leadership Team monthly school improvement monitoring sessions
- Brainstorming
- State Longitudinal Data System
- Grade level meetings (monthly)
- Subject area collaborative meetings (once per month; and as needed)
- SIEP (Student Instruction Extension Program)
- Data analysis by the staff
- School Culture and Climate Team
- MTSS/SST/504 Team
- Student Council input
- Access
- Collaborative Planning
- TKES data
- 504 Accommodations

Stockbridge Middle School has migrant/transient students, and we have taken into account the needs of migrant children by:

To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Friend's House, Head Start, Reading First, Early Reading First, Even Start, the 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

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children.

Further, we will:

- Meet with the incoming student and their parent/guardian
- Review and discuss school procedures and policies, and answering questions
- Determine if the student/parent/guardian has specific needs (i.e., clothes, references)
- Make contact with the social worker to let her know that we have a migrant student and detail specific needs
- Meet with teachers, counselors, and support staff to create an ongoing plan to ease the transition into our school
- Provide extra tutorial services for our students as needed

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

The data is as follows:

CCRPI- Overall Score:

2015 - 64.8

2014 - 79.2

Academic Achievement- All	<i>Writing</i>	<i>ELA</i>	<i>Reading</i>	<i>Math</i>	<i>Science</i>	<i>Soc Studies</i>
2015 %Devel-Dist	71.6			70.8	58.6	62.6
2014 %Meet/Exc	79.5	95.5	98.6	82.8	78.9	80.5

Demographic Data

	2016	2015	2014		2016	2015	2014
% EL		1	3	% Black	60.4	57	57
% SWD	14	14	11.5	% White	18.9	22	20
% ED/FRL	77.9	78	78	% Hispanic	13.7	14	16

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Total Enrollment	690	658	643		
African American		<i>Subgroup Performance (% of students making Developing- Distinguished CCRPI)</i>			
<i>Year</i>	<i>ELA</i>	<i>Reading</i>	<i>Math</i>	<i>Science</i>	<i>Soc Studies</i>
2015	69.3		67.9	53.2	60.5
2014	94.1	98.6	79.6	76.7	79.6
White		<i>Subgroup Performance (% of students making Developing-Distinguished) CCRPI</i>			
<i>Year</i>	<i>ELA</i>	<i>Reading</i>	<i>Math</i>	<i>Science</i>	<i>Soc Studies</i>
2015	74.8		75.4	64.4	67.4
2014	96.8	99.2	84.8	81.1	80.3
Students with Disabilities		<i>Subgroup Performance (% of students making Developing-Distinguished) CCRPI</i>			
<i>Year</i>	<i>ELA</i>	<i>Reading</i>	<i>Math</i>	<i>Science</i>	<i>Soc Studies</i>
2015	24.4		27.2	20.7	22.8
2014	75.4	90.6	49.2	33.8	45.1
English Learners		<i>Subgroup Performance (% of students making Developing-Distinguished) CCRPI</i>			
<i>Year</i>	<i>ELA</i>	<i>Reading</i>	<i>Math</i>	<i>Science</i>	<i>Soc Studies</i>

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2015	20			20	0	40	
2014	93.7	93.7	70.6	44.4	58.8		
Economically Disadvantaged	<i>Subgroup Performance (% of students making Developing-Distinguished) CCRPI</i>						
<i>Year</i>	<i>ELA</i>	<i>Reading</i>	<i>Math</i>	<i>Science</i>	<i>Soc Studies</i>		
2015	70.2		67.8	55.8	59.7		
2014	95	98.6	81.1	76.5	79.2		
Attendance Data- CCRPI				Behavior Data- Infinite Campus			
	2016	2015	2014		2016	2015	2014
Student attendance rate				# referrals			
Teacher Attendance Rate				# of hearings	23	21	17
<p>The plan for SMS is based on information related to the needs of all students in our school as well as those students who have not met State Academic Content Standards and the State Student Academic Achievement Standards in all areas; more specifically, our exceptional students. The above information is reviewed during grade level meetings as well as data talks to evaluate current student achievement data, use of interventions and assist teachers in using this data to inform, modify, and drive instruction. For example, we examined Georgia Milestones math, ELA, reading, science, and social studies scores for children in subgroups and students who are tiered in the MTSS (formerly known as RTI) process. We looked at domains, which indicated strengths and weaknesses for these students, and helped teachers identify the areas or domains that are most in need of improvement. Teachers have been provided individual students' Georgia Milestones data in all content areas to determine connections between reading, math, and science.</p> <p>The data has helped us reach <u>conclusions</u> regarding student achievement. According to our data review and needs assessment, the major <u>strengths</u> we found in our program were a strong, collaborative faculty and high quality staff who work hard to provide a learning environment that challenges students and works to empower students to become self-directed learners. The staff is well versed in their content knowledge and uses the state curriculum, standards-based practices, and formative assessments to guide instruction and, therefore, assist all students in meeting state standards. Further, various interventions are provided for students to meet their academic (i.e., remediation and acceleration), social, and</p>							

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emotional needs (i.e., All Grown UP, Guys Read, Mighty Girls, counseling referrals, graduation coach). Interventions are provided based on the ongoing review of both quantitative and qualitative data.

According to our data review and needs assessment, the major needs we discovered were that we need to continue to work to raise the achievement levels of all of our students, but specifically for our exceptional students and Level 1 students in the areas of mathematics, literacy, science and social studies. We need to help our students develop informational processing skills with a focus on higher order thinking and writing skills. Maintaining a mindset of academic seriousness among our students along with motivating them continue to be a challenge for our faculty and staff, which causes us to consider the way we work with students to include transitioning to a positive behavior plan and more student friendly activities such as NAP Time (No Action Plans). Improving the use of technology across all content areas to enhance student engagement and improve the academic achievement of our 21st century learners continues to be a challenge. Also, working to meet the individual needs of all of our learners must be a targeted focus. Although progress has been made in recent years, negative community perceptions of our school still overshadows the positive growth that we are making. Increasing stakeholder involvement will continue to help us to improve the community perceptions about our school. The following strategies are in place to assist students with improving their skills in the above mentioned areas:

- Hire Exceptional Student Education teachers who are not only special education certified, but who have content specific certification.
- Apply the Least Restrictive Environment (LRE) by facilitating greater access to the general education curriculum via the collaborative service delivery model for exceptional students.
- MTSS (Multi-Tier Support System) to progress monitor student achievement.
- Increased number of computers in the classroom to implement blended-instructional practices so that instructional practices meet individual student needs.
- Classroom libraries to focus on high interest reading
- Flexible grouping during Instructional Focus (IF) time- allows teachers to meet the specific needs of each student
- Modeling from instructional coach to help teachers diversify instructional strategies
- Addition of a science teacher to support science instruction
- Use of manipulatives- helps students move from concrete to representational and then abstract (CRA model)
- White boards – students are able to give teachers instant feedback
- Brain Pop
- Active Classroom

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- Edmodo
- Data Talks
- Behavior Talks with administrators
- Bullying Prevention Initiative
- Instructional Rounds via Carnegie Learning
- Read 180

The needs we will address are to continuously work to make improvements on state indicators and performance assessments, such as the Georgia Milestones and to help our exceptional students improve in all content areas on the Georgia Milestones. We want to meet the specific academic needs of our students by focusing on differentiating instruction and flexible grouping and to strengthen community support by increasing parental involvement.

The specific academic needs of those students that are to be addressed in the schoolwide program plan will be addressed in the schoolwide improvement plan and will be conducted by analyzing data and conducting ongoing data talks to see which students are improving, why some are not improving, and providing interventions to address specific needs. Further, we will focus on differentiated instruction, flexible grouping, and providing teacher training as needed. We will also provide additional learning opportunities during Instructional Focus (IF), SIEP, and Saturday school sessions.

The root cause(s) that we discovered for each of the needs are, while our students passed the Georgia Milestones at a rate of greater than 70% in the area of writing, English/Language Arts and reading, they still need a greater focus on comprehension, specifically reading informational texts and vocabulary development. A possible reason for this deficiency is a lack of focus on integrating vocabulary development and having students read informational texts on a regular basis. Further, many of our teachers need help in the area of teaching reading strategies, as many feel out of their comfort zone. Additionally, many of our students do not achieve math proficiency at the desired rate because of knowledge gaps they have as they enter our school. Therefore, our students, including exceptional students, need small group settings, additional time to master standards, a greater focus on differentiated instruction, and flexible grouping to meet the more rigorous academic standards required.

The **two** measurable goals/benchmarks we have established to address the needs are:

- All students will increase achievement by 2%, which will help close the achievement gap among subgroups in Reading, ELA, Science and Mathematics on the Georgia Milestones assessment.
- All exceptional students will show a 2% increase in achievement in Reading, ELA,

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Mathematics, Science, and Social Studies on the Georgia Milestones assessment.

2. Schoolwide reform strategies that:

Response:

Our focus is on implementing standards-based classrooms. As a result, students are given rigorous assignments that include problem solving, critical thinking, and enrichment activities that enhance the learning process. To ensure that this happens, teachers are required to meet weekly with their content and grade level peers to share ideas, best-practice strategies, and complete lesson and unit plans collaboratively. These lesson/unit plans will be targeted to increase student achievement in all content areas as identified by student performance on formative assessments.

We have adapted our schedules to optimize instructional time before, during, and after school for remediation and for enrichment activities. Additional space for small group instruction and resource areas will be provided for a more conducive learning environment for students. Currently, students who need additional assistance (such as oral testing, extended time, and small group instruction by co-teachers or paraprofessionals) are relocated to alternative classrooms when needed. Space on each grade level hall allows for these re-teaching activities to take place in a comfortable setting.

The Parent Involvement Paraprofessional (PIP) organizes a variety of workshops and other activities for parents. The Title I mathematics and Title I literacy teachers focus on providing targeted instruction to students who need extra assistance in these areas.

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:

- Title I support classes
- Parent and teacher workshops/information sessions
- Curriculum and Parent Nights
- Bring Your Parent to School Day & other special events
- SIEP
- Saturday School Sessions
- Teacher tutoring hour (weekly)

The reform strategies that we will implement include the following:

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2. Schoolwide reform strategies that:

Critical Thinking and Higher Order Thinking Skills

SMS teachers will use graphic organizers/ mnemonic devices to help students improve their critical thinking skills. Graphic organizers/mnemonic devices expose students to thinking maps/prompts that allow them to visualize their thinking so that they may have a concrete image of their abstract thoughts. Allowing them to work with visual representations of the subject matter taught helps enhance their brain's natural ability to detect and construct meaningful patterns. Further, graphic organizers help provide students with a familiar pattern for thinking and working with complex ideas and situations.

Benefits for Students: Students use visual patterns to work collaboratively for deeper comprehension at all content areas and grade levels. Students are empowered with the tools to analyze complex texts and think mathematically for conceptual understanding and problem solving. Student use graphic organizers for the production and distribution of a range of writing types and purposes.

Benefits for Teachers: Teachers have a common language for teaching Common Core and State Standards more efficiently and successfully. Teachers have a consistent set of tools to meet the needs of all learners. Graphic organizers/mnemonic devices allow teachers to "see" the evidence of their students' learning, enabling them to assess more effectively.

Benefits for Principals: Schools promote integrated thinking and interdisciplinary learning. All members of the school community share a common language for meaningful and rigorous collaborative learning. Monitoring teacher effectiveness and teacher quality is facilitated.

Mathematics

SMS math teachers use the Georgia Standards of Excellence (GSE) as well as district curriculum maps, pacing guides, and frameworks to teach every standard. The curriculum map and pacing guides are primarily used to assist teachers with their instructional delivery of the mathematics standards, as well as to ensure that all students master all of the standards. Each grade level meets weekly with their content peers to share ideas, strategies, interventions, and discuss lesson plans. GSE performance tasks and Exemplars are also used to enrich learning.

Struggling students (students who failed last year's Georgia Milestones or who are currently failing in their regular classes) will have an additional mathematics class through their connections class period to address their individual needs. Students take diagnostic tests before starting new units in class. Teachers monitor student progress with common formative assessments and other formative and summative assessments to make sure students are meeting standards. A posttest will also be given to measure the

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2. Schoolwide reform strategies that:

percentage of growth for each of these students. Teachers in the students' regular mathematics classes will offer at least one day of voluntary morning or afternoon tutoring each week. The resource that will be used to assist students with meeting standards is the New Zealand Numeracy Project (NZ Maths).

NZ Maths Numeracy Project is a mathematics intervention that combines mathematical knowledge with global strategies that apply to any mathematical situation. The project identifies strengths and weaknesses in each individual student's assessment performance, which is based on stages of progression (Stage 0 to 8) determined by student performance on the Individual Knowledge Assessment of Numbers (IKAN) and Global Strategy Stage (GloSS) assessments. Based on a student's numeracy stage, the project provides the teacher with intervention lessons and mini activities to build strategy fluency as well as increase mathematical knowledge. In addition, there are bi-weekly mastery assessments that provide additional, strategic interventions or opportunities for students to progress to the next stage. Further, the focus is on formative assessments and relevant problem-centered activities to help students develop mathematical reasoning and sense-making skills that build students' numeracy capacity. This process of continual formative assessments allows teachers the ability to provide students with timely feedback and targeted instruction.

Literacy

The language arts teachers on each grade level administer a learning styles inventory to all students at the beginning of the school year. This information is shared with the other teachers on their teams so that adjustments can be made as instructional plans are created during the school year. This school year, we will again work with all teachers to ensure that they understand that it is their responsibility to not only ensure that each child is aware of his or her learning style, but to also equip each child to take the responsibility of learning and to make any necessary personal adjustments (as a result of this learning style knowledge) while in class to make sure that learning takes place. This is a process that will be monitored throughout the school year.

Reading/ELA: Struggling students (students who failed last year's portion of the ELA Georgia Milestones assessment or who are failing in their regular ELA class) will have additional literacy instruction during their connections class period with a teacher who specializes in focusing on individual student needs. Students may work on revising and editing written work with their teacher and through peer assistance. Students will also implement new vocabulary and correct conventions within their writing, continue reading comprehension work with authentic literature (stories from text or library books), write responses to their reading, and speak about their reading. Teachers in the students' regular ELA classes will offer tutoring sessions at least one morning or afternoon each week.

The connections ELA enrichment teacher will also utilize the READ 180 program to

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2. Schoolwide reform strategies that:

supplement instruction. READ 180 is a comprehensive reading intervention software program that helps improve reading proficiency, reading, and vocabulary skills, reading comprehension, and writing. As a comprehensive reading intervention program, READ 180's instructional strategies are extensive. Scholastic provides specific program and activities that support the content, design, and instructional methods and strategies for these areas: phonemic awareness, phonics and syllabication, fluency, vocabulary, comprehension, spelling, writing, technology and instruction for teaching and motivating English language Learners. Additionally, READ 180 provides target skills instruction for the core subjects of reading and language arts. READ 180 is correlated to state standards and will effectively reinforce and support the regular curriculum. Targeted students will participate in READ 180 on a daily basis in an elective class.

Every language arts teacher will receive a variety of novels for their classroom libraries. These novels will supplement the current reading materials that teachers have in their classrooms and will be used to encourage independent reading during class time.

Writing

Teachers in all content areas will emphasize writing via writing across the curriculum. Each content area teacher will utilize the R.A.C.E. strategy or the R.I.C.E. strategy to help students organize their thoughts, cite textual evidence, answer the question(s), explain their answers, and justify their answers using information from the text or the context of the problem.

Additionally, Mr. Jackson (the principal) will provide two writing prompts each year. Students participate on a volunteer basis. Students construct an essay based on a prompt provided by Mr. Jackson. Mr. Jackson scores the essays and provides written feedback to each student. Language Arts teachers share the feedback and scores with each student participant. The winning essay receives a prize from SMS.

Science

The science teachers will continue to use the Georgia Performance Standards to guide their instruction. All lessons will be designed using Depth of Knowledge and will be made relevant to students. CFAs will be administered prior to each unit, and instruction will be adjusted based on analyzed student work. CPUPP kits will be used during experiential instruction. Lab safety lessons will be conducted in grades 7 and 8. Students will be regularly encouraged to complete hands-on performance tasks. Technology integration through the use of tablets, student laptops, and online platforms (i.e.: Edmodo, Zondle) will enhance the learning experience for all students. There will also be a great focus placed on reading and writing strategies to help students break down the text to determine meaning and importance. Strategies such as the use of graphic organizers, vocabulary development, and teachers modeling the reading of the text will be utilized.

Struggling students (students who failed last year's Georgia Milestone or who are

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2. Schoolwide reform strategies that:

currently failing in their regular classes) will have an additional science class through their connections class period to address their individual needs. Teachers in the students' regular science classes will offer at least one day of voluntary morning or afternoon tutoring each week

Social Studies

The social studies curriculum utilizes frequent skill-building activities. Lessons will include hands-on, real world performance tasks, service learning projects, frequent outside speakers to make the content relevant to today, and cultural appreciation activities. There will also be a great focus placed on reading and writing strategies to help students break down the text. Strategies such as the use of graphic organizers, vocabulary development, and teachers modeling the reading of the text will be utilized.

Technology

Teachers currently incorporate technology into their lessons to emphasize the Georgia Standards of Excellence and Georgia Performance Standards, and to help students master content knowledge and related skills. PowerPoint presentations and Promethean software via active slates, document cameras, and Boxlight projectors (with built-in Promethean capabilities) are regularly used to motivate student learning. In addition, GOFAR is used to provide Georgia Milestones practice and to determine student's strengths and weaknesses in designated content domains. Teachers utilize Brain Pop, United Streaming, and Zondle to encourage student engagement. All content teachers have been supplied with access to two computer labs and a laptop cart (of 30 computers) for every team. Also, students will use Edgenuity or the flipped classroom as a way to meet their individual academic needs. The school-wide reform strategies we will implement include the following: collaborative planning, common formative assessments, data talks, student led conferences, instructional focus time, and tutorial.

Collaborative Planning

Grade level teachers have weekly common planning time to plan lessons and units. Collaborative planning time allows teachers to discuss student performance through analyzing common formative assessment results, looking at student work on performance tasks and exemplars, and planning for future lessons and activities. Teachers and instructional coaches will collaborate on upcoming common formative assessments and activities that will address the learning needs of the students, making adjustments and addendums as necessary.

Common Formative Assessments (CFA's)

Three times per year, content teachers will administer a common formative assessment—MAP test, which is district wide. The assessment items consist of concepts from the GSE for math, reading and language arts and the GPS for science and social studies. Teachers will use this data to support instruction and to make adjustments where necessary.

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2.	<p>Schoolwide reform strategies that:</p> <p>According to Williams (2007), effective formative assessment consists of the following strategies: 1) identifying intended learning and sharing expectations for success, 2) providing feedback in a timely manner that will help the learner progress forward, 3) fostering an environment for enrichment and engagement through meaningful learning tasks, discussions and questions, 4) allowing students to acts as instructional resources for each other, and 5) developing student autonomy.</p> <p style="text-align: center;">Data Talks</p> <p>Data talks will occur after data collection from the CFA. Administrators, teachers and the instructional coach meet to discuss the information that the data provides. The discussion will include those areas that still need to be addressed for student mastery of concepts, formative assessment strategies, instructional strategies, monitoring of student progress, and the use of interventions.</p> <p style="text-align: center;">Student Led Conferences (SLC)</p> <p>Student Led Conferences will take place twice during the school year. Students will receive instruction on how to conduct SLCs. The students will conference with their parent/guardian. They will discuss their performance in all content areas, their grades and an action plan for areas of improvement. This strategy will allow the students to take responsibility for their academic achievement. SLC also fosters parent engagement and provides the students with the opportunity to articulate to their parent /guardian their strengths and weaknesses.</p> <p style="text-align: center;">Instructional Focus (IF)</p> <p>The daily schedule will include instructional focus time for all grade levels. Instructional focus time allows the teacher to address the skills and concepts that students need additional assistance in or areas of enrichment. Teachers will use data from CFA's, unit tests, and other types of assessments to place students in appropriate learning groups in order to maximize this time.</p> <p style="text-align: center;">Tutorial</p> <p>Teachers in all grade levels and subjects will have scheduled tutoring times either before or after school for students that are in need of additional instructional time and support outside of the regular school day. Teachers are responsible for providing the principal, students and parents/guardians with a schedule of tutorial days and times.</p> <p style="text-align: center;">Title I Tutor</p> <p>Tier-three and some tier-two students in all grade levels will receive tutorial during the school day in the area of mathematics. The tutor will also follow the students to their content course so that the tutor can become more familiar with strategies and content used to teach students, and provide them with one-on-one help in the classroom as the students are initially learning the content. Students will also receive progress monitoring to keep up with strategies learned, content that needs additional focus, and interventions</p>
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Georgia Department of Education Title I Schoolwide/School Improvement Plan

2.	<p>Schoolwide reform strategies that: that are needed to help each student progress academically.</p> <p style="text-align: center;">Bullying Prevention</p> <p>Stockbridge Middle School's Bullying Prevention Program is a school-wide initiative designed to use a solution-focused approach to successfully reduce bullying behavior. Its goals are to strengthen efforts to prevent and intervene in bullying situations and to help create a more positive and effective learning environment for all students. This initiative intends to focus on implementing strategies during the 2016-17 school year through classroom guidance lessons, small group intentional guidance, weekly class advisory periods, as well as through professional development to increase their awareness and knowledge about bullying. Teachers will be responsible for conducting weekly class meetings with their students and fostering an environment conducive to the reporting of bullying behaviors. Stockbridge Middle School will also focus on empowering students with the ability to recognize bullying behaviors, what they can do as bystanders to support victims of bullying, and report incidents as they occur.</p>
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	<ul style="list-style-type: none"> • 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).
<i>Response:</i>	<p>Our focus is on implementing standards-based classrooms. As a result, students are given rigorous assignments that include problem solving, critical thinking, and enrichment activities that enhance the learning process. To ensure that this happens, teachers are required to meet weekly with their content and grade level peers to share ideas, best-practice strategies, and complete lesson and unit plans collaboratively. These lesson/unit plans will be targeted to increase student achievement in all content areas as identified by student performance on formative assessments.</p> <p>We have adapted our schedules to optimize instructional time before, during, and after school for remediation and for enrichment activities. Additional space for small group instruction and resource areas will be provided for a more conducive learning environment for students. Currently, students who need additional assistance (such as oral testing, extended time, and small group instruction by co-teachers or paraprofessionals) are relocated to alternative classrooms when needed. Space on each grade level hall allows for these re-teaching activities to take place in a comfortable setting.</p> <p>The Parent Involvement Paraprofessional (PIP) organizes a variety of workshops and other activities for parents. The Title I mathematics, Title I literacy, and Title I science teachers focus on providing targeted instruction to students who need extra assistance in these areas.</p>

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- 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:

Following are examples of the scientifically-based research supporting our effective methods and instructional practices or strategies:

Direct vocabulary instruction is fundamental to effective teaching. Our knowledge about and understanding of any topic is rooted in our mastery of the terms relevant to that topic. What is also clear is that there is a vast difference in the vocabularies of low- vs. high-achieving students (Lindsay Carleton & Robert Marzano, 2010).

Meaningful learning does not occur without a purpose or intent to accomplish a meaningful task. The most meaningful task that requires and engages meaningful learning is problem solving. Every learning activity in every class in every grade should engage students in problem solving because it leads to better understanding and better remembering ability (David Jonassen, 2006).

An informal writing experience, such as notes or a list, can activate prior knowledge. This introductory activity can form a baseline that will be compared to fuller learning about the subject later on (Amy Benjamin, 2005).

Guiding principles of teaching reading comprehension: pre-teach key terms to improve comprehension; build background thoroughly before your students read; make sure your students' attention is focused as they read; use activities that cause students to transform information; model comprehension strategies; find ways to integrate writing and reading; and aim for higher levels of comprehension (Michael McKenna, 2002).

The importance of learning goals to the day-to-day execution of classroom activities is fairly obvious. Goals are the reason classroom activities are designed. Without clear goals, classroom activities are without direction. Learning goals provide a set of shared expectations among students, teachers, and administrators.

All writers need specific and direct feedback on their work, regardless of their stage of development. It is important to explain to writers, or help them discover for themselves, the reasons a piece is or isn't working and what to do about it. For those who have done a good job, we want them to realize that this is more than a happy accident, and that by

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recognizing the traits of success in their work, they can do it again and again and again. For those who are struggling, we want them to understand that writing is hard, but if they know what they are shooting for and have consistent and honest feedback, their work will improve with every attempt – and that's no accident, either (Ruth Culham, 2003).

Students' understanding and, thus, their confidence grows as a result of being engaged in doing mathematics. To teach effectively means to engage students at their level so they can create or develop new ideas to use and understand so they can make sense of mathematics (John Van de Walle & LouAnn Lovin, 2006).

We assess to gather evidence of student learning that will inform instruction decisions in ways that maximize that learning occurs (Richard Stiggins, Judith Arter, Jan Chappius, & Stephen Chappius, 2006).

Research indicates that student achievement will increase by 12 percentile points when students are taught 10-12 words a week; 33 percentile points when vocabulary is focused on specific words important to what students are learning (Marzano, 2000).

To summarize is to fill in missing information and translate information into a synthesized, brief form. Note-taking is the process of students' using notes as a work in progress and/or teachers' preparing notes to guide instruction (Marzano, 2000).

Simply teaching many students that added effort will pay off in terms of achievement actually increases student achievement more than techniques for time management and comprehension of new material. Praise, when recognizing students for legitimate achievements, is also effective (Marzano, 2000).

Advanced organizers help students retrieve what they already know on a topic. They are organizational frameworks presented in advance of learning (Marzano, 2000).

We will increase the amount and quality of learning time by:

- Teacher tutoring- content teachers designate a time before or after school to provide students with further instructional assistance.
- Student Instructional Extended Program (SIEP)-an extended day program offered to students that need additional help in the area of mathematics.
- Title I Literacy teacher-assist students who have weaknesses in literacy, such as writing, grammar skills, comprehension, vocabulary and fluency in grades 6, 7 and 8.
- Title I math teacher-assist students who have weaknesses in mathematics, such as numeracy, algebra and measurement in grades 6, 7 and 8.
- Title I Science teacher—assist students who have weaknesses in science, such as analyzing and interpreting data, math computation and reading comprehension and fluency of informational texts.
- Instructional Focus (IF) - a period of daily instructional time to address skills and concepts in all content areas for remediation or enrichment.

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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; and

Response:

Stockbridge Middle School is committed to providing quality education to all of our students, establishing high standards and accountability as we aim to shorten the achievement gaps between students by providing each student with a fair and equal opportunity to achieve an exceptional education as mandated by the Education Act of 1964 (ESEA). Teachers will revise instruction with the use of data through planning with a purpose, using uninterrupted planning time to have meaningful dialog with their grade level subject-area colleagues about what's working, what needs improving, or removing and adjusting instruction based on need. The weekly curriculum planning days to plan, adjust, and edit Unit Plans are all part of the action to restructure strategies and instruction to meet the needs of all students. We will utilize our academic coaches to help improve instruction by providing assistance to teachers in developing effective teaching strategies for all students. The academic coaches serve as a liaison between the local administration to promote the use of reading strategies, technology integration, and data analysis into the curriculum.

We also:

- Administer common formative assessments aligned to GSE/GPS 3 times per year (MAP assessment), followed by data talks and student advisory. Adjustments are made to instruction and student interventions are provided as the data indicates.
- Implement differentiation and flexible grouping strategies to increase student achievement.
- Before, after, and/or Saturday school tutorial in the areas of reading, writing, mathematics, science, and/or social studies for students not meeting standards.
- Employ an academic coach to help improve instruction by providing assistance to teachers in developing effective teaching strategies, including the implementation of reading strategies.

Field trips at SMS are planned to provide students with career awareness opportunities and to integrate the opportunity to explore vocational and technical education programs that are

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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; and

available to students for future career consideration.

Students at SMS attend various field trips during the school year, all which are aligned to the GSE/GPS. We also have guest speakers and traveling exhibits to help expose students to learning activities beyond the textbook. None of our field trips, guest speakers, or exhibits are funded with Title I funds.

- 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:

To address the needs of all children, particularly the targeted populations and the data that we have reviewed, the school will determine on an annual basis if such needs or benchmark goals have been met. All school improvement plans that are required by the Elementary Secondary Act of 1965 (ESEA) and Title I Schoolwide Plan will address the deficiencies that are reflected in the results of the Georgia Milestones and other sources of schoolwide data. Student progress will be determined by the following:

- Standardized assessments
- Formative assessments
- Unit assessments
- District benchmark assessments
- Common assessments
- Progress Reports
- IKAN/Gloss Data
- Report card data
- Monthly Subject Area Meetings
- Bi-weekly “data talks”
- Teacher and parent conference
- Student-led conferences

3. Instruction by highly qualified professional staff

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3. Instruction by highly qualified professional staff

Response:

Highly qualified teachers help students learn at high levels. We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. All SMS teachers are highly qualified under the federal and state guidelines. Additionally, teachers are recognized and are given incentives for perfect attendance and interpersonal skills on a monthly and annual basis; collaborative interviewing of candidates by the leadership team that aligns with the focus and fit to the needs of the school; and veteran teachers share best practices and provide training for novice teachers during collaborative content planning.

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:

We will include teachers, principals, paraprofessionals, and, if appropriate, pupil services personnel, parents, and other staff in the following professional development activities. These activities are designed to address the root causes of our identified needs. For example, we have on going, job embedded professional development for teachers. The focus is on aligning all instructional activities to the GPS and GSE.

We have also focused our attention on providing professional development in the areas of TKES familiarization, Reading Across the Curriculum, MTSS (formerly known as RTI), and Discipline as an instructional approach. Further, the goal is to promote higher-level instructional strategies in the classroom to influence higher-level thinking skills among students. Our administrators, academic coach, and veteran teachers have played a significant role in training teachers. Teachers also receive training in formative assessment and instructional technology to increase student learning and participation. A data room is used for regularly scheduled content professional learning meetings. Data is disseminated and discussed through the leadership team.

We will align professional development with the State's academic content and student academic achievement standards. One facet of our staff development includes collaborative planning among teachers, sharing effective teaching strategies, and developing common formative assessments. Three times per year, teachers from the same grade level and content areas meet for an entire week during their 90-minute planning period. During this time, teachers discuss and complete unit and lesson plans, common assessments, and develop data analysis to ensure that all students receive consistent, quality instruction. Teachers also use this time to review student work and student assessment results to ensure that relevant and rigorous instruction is pervasive throughout the grade levels.

We will devote sufficient resources to carry out effective professional development activities that

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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.

are primarily job embedded and address the root causes of academic problems. For example, money, time, and resources have been allocated for various activities that will provide professional learning for staff.

We will include 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:

The job embedded training at SMS includes instructional strategies for collaborative planning protocol, reading and writing across the curriculum, formative assessments, vocabulary acquisition in all content areas, and technology integration. Administrators and instructional coaches will continue to conduct informal walk-throughs and observations to ascertain teachers in need of assistance with instruction. Where needed and to ensure highly effective instructional delivery to all students, lead teachers will model proper instructional methods and conduct pre- and post-conferences with teachers. The major incentive of our professional development program is to align our curriculum, to scaffold our skills, to organize a cohesive delivery system, to offer systematic interventions, and to improve student success.

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.

Stockbridge Middle School has a number of opportunities to attract highly qualified teachers. Geographically, the school is located in Stockbridge, Georgia, and is one of several cities that make up greater metropolitan Atlanta. Because this area of the world is one where people are able to experience all four seasons of the year, it attracts potential teachers who wish to relocate away from larger cities and unchanging climates.

We also have a number of outstanding teacher preparation colleges within close proximity to Henry County. Each school year, SMS hosts several student teachers. This hosting provides us with multiple opportunities to acquire excellent teachers with existing knowledge of the district's policies and expectations.

The following strategies are used to work collaboratively to work with Human Resources and recruit Highly Qualified teachers:

- Candidate applications are reviewed to best fit the needs of Stockbridge Middle School

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- Teacher mentor program
- Teacher of the month and staff member of the month recognition
- Utilize support of Instructional Lead Teacher and district level Teachers on Special Assignment
- Create a culture of learning and mutual respect
- Encourage open dialogue between staff and administrative team

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

Response:

We will involve parents in an organized, ongoing, and timely way in the planning, which includes how Title I Parental Involvement funds should be spent, review, and improvement of Title I programs and the school parental involvement policy by using all communication tools—phone, email, invitations, mailed correspondence, website posts, etc.

We will update the school parental involvement policy periodically to meet the changing needs of parents and the school and distribute it to parents as well as make the parental involvement plan available to the local community by putting the information on our school website as well as having hard copies available in the main office and in the parent resource room.

We will conduct an annual meeting, at a convenient time, to inform parents about the school's Title I program, the Title I parental involvement budget, 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, and encourage and invite all parents to attend by sending invitations home with each student enrolled in Stockbridge Middle School.

We will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, transportation, child care, or home visits, as such services relate to parental involvement by using all communication tools—phone, email, invitations, mailed correspondence, website posts, face-to-face meetings, etc.

We will provide parents 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, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child, how to use Title I parental involvement funds, and respond to any such suggestions by using all communication tools—phone, email, invitations, mailed correspondence, website posts, face-to-face meetings, etc.

We will jointly develop a school-parent compact that outlines how parents, the entire school

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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 ongoing communication and updates throughout the school year by the Parent Involvement Paraprofessional.

We will provide assistance to parents, 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 inviting parents to sessions held at Stockbridge Middle School as well as posting information on the school's website.

We will provide materials and training to help parents work with their child to improve their child's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by using all communication tools—phone, email, invitations, mailed correspondence, website posts, face-to-face meetings, etc.

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 using all communication tools—phone, email, invitations, mailed correspondence, website posts, face-to-meetings, etc.

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 using all communication tools—phone, email, invitations, mailed correspondence, website posts, face-to-meetings, etc.

We will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to parents in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand, by using all communication tools—phone, email, invitations, mailed correspondence, website posts, face-to-meetings, etc.

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 using all communication tools—phone, email, invitations, mailed correspondence, website posts, face-to-meetings, etc.

We will ensure that parents understand the Title I Parental Involvement budget allotment as well

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as involve parents in making decisions about the use of the parental involvement budget by disseminating parent surveys to all students that solicit parental input on the Title I Parental Involvement budget, instructional strategies, parenting tips and skills, best practices for assisting students at home, and ways to support adolescent teens at least three times during the school year and at every parental involvement event/session. Additionally, the surveys will be made available online via the school's website. Stockbridge Middle School utilizes the 1% parental involvement set aside to provide resources to conduct workshops for parents and solicit their involvement as a result of the feedback we receive from parent surveys.

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.

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 or high school and for students entering from private schools including students entering our school throughout the school year.

Middle schools serve students in a unique time of their lives between elementary and high school, so the transition to our school is as important as the transition out of our school. To welcome students to SMS, the counselors work with feeder elementary schools to plan activities that will help students adjust. A student assembly is held each spring where students learn about the classes they will take, the activities that are available, and the expectations their new school has of their students. A parent orientation is also held to give the parents of rising 6th graders the same information. During the summer, a scavenger hunt is planned to allow new sixth graders to visit important parts of the school and to get them used to opening a locker. Aside from the student activities that are planned, communication between the elementary and middle school counselors allow the latter to plan schedules that will best meet the needs of these rising 6th graders. Equally important are the activities that are planned for our 8th graders preparing for high school. Our rising 9th graders will visit Stockbridge High School in the spring for an assembly and a tour of the school. The high school counselors also meet with students on our campus to help them complete their high school registration forms. Finally, two parent registration sessions are conducted at the high school to allow parents to finalize the high school registration process.

Meeting students' needs during the middle school years is extremely important. The middle schools communicate with their feeder elementary schools to identify students who may need more assistance and/or students who need acceleration. We also identify students who are already a part of our student body to provide them with opportunities for remediation or acceleration. Our graduation coach and our counselors work with students who are struggling academically. Advanced classes in mathematics are available to students who excel in that subject.

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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:

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

Assessments at SMS are used to raise academic achievement by making sure that all teachers are involved in the decisions regarding how assessments will be used. Assessments at SMS are used both to provide effective, timely assistance to struggling students and, along the same lines, to understand where students are struggling and guide future instruction.

According to research on school improvement, changing learner outcomes and assessments without teacher input and buy-in often results in resistance to change or ineffective shorts to change (Corbett & Wilson, 1991). Since our goal is to educate all children so that they reach high academic standards, SMS will continue to work to make sure that students not only know factual information, but also that they learn to think critically, solve problems and engage in higher order thinking skills. SMS will also work to ensure that the teachers utilize multiple forms of assessments occurring on a regular basis, including the incorporation of performance assessments. Such a program will: a) assist student learning; b) provide timely, accurate feedback to teachers for planning instruction; c) identify at-risk students so that appropriate instruction can be put into practice; d) be aligned to the GPS; and e) be pervasive throughout the school building.

Currently, teachers at SMS develop and administer standards-based common formative assessments to analyze teacher and student performance. These tests are given at the end of each grading period, and students are responsible for setting academic goals and graphing their results on the appropriate forms.

Exceptional Student Education teachers work with inclusion teachers to develop these assessment tools. However, they are responsible for making sure that the proper accommodations and modifications are made for individual students.

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,

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and additional assistance. Those activities are:

- Teachers analyze data and review student work during curriculum planning meetings to adjust instruction. Meaningful conversations are had about what's working, what's not working and make adjustments to the delivery of instruction, content, and classroom management.
- Data talks are held every 9 weeks to monitor instruction, make adjustments to instruction, and provide student interventions. Data is monitored in the data room on a data wall.
- Multi-tiered Support Systems (MTSS) strategies and data are monitored on a bimonthly basis.
- The instructional coach works with teachers on an ongoing basis to provide support for teachers and model instructional strategies in classrooms as needed.
- Periodic training for teachers in the identification of difficulties and how to apply interventions appropriately.
- MTSS- teachers monitor tiered 2 and 3 students across all academic areas; providing them with additional instructional support in necessary areas.
- CFA's-administered three times per year by the district on common concepts deriving from GSE/GPS.
- IKAN and GLoSS – administered at least two times per year in the area of mathematics to get an understanding of student deficiencies
- Read 180
- GOFAR—assessments within the SLDS link in Infinite Campus
- SIEP tutorial twice a week in math and reading
- Student-led conferences that will be held twice a year
- 8th Grade Family Night- informational session aligned to GSE/GPS, strategies provided to help parents support students at home.
- Georgia Milestones Family Night- Milestones informational session, parent and student hands on content activities aligned to GSE/GPS.

MTSS – Multi-Tiered Support Systems: MTSS, followed by data talks, are the measures used to make sure student difficulties are identified and address in a timely manner. Within the MTSS process, parents are notified and invited to actively participate in the development and monitoring of their student's academic process. At the beginning of the school year, students who were retained, placed, or failed two or more classes are identified and a meeting is scheduled with a team of teachers and their parents. If the students are not already in the MTSS process, they are placed on a monitoring list to meet with parents and implement interventions to meet their specific needs. Teachers also receive monthly training to help with identify difficulties and to offer assistance. Within the Data Talk process, teachers meet with the principal every 4½ weeks to discuss interventions, how students are progressing, what instructional strategies have been implemented, what new strategies will be implemented, and to discuss meeting the needs of individual students.

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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:

We fund the extension of our instructional program in many ways to include funding from federal and local resources. To extent our instructional program, we use the funds to provide the necessary training for staff and resources to focus on increasing student achievement. Funds are from state sources, Title I, district funds via staff development sources, and school-based funds. Specific funding sources are: IDEA, Carl D. Perkins, McKinney-Vento, Title I, Part C (Migrant), Title I, Part D (Neglected and Delinquent), Title III, Part A (ESOL), Title IIA, Teacher Training).

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

Response:

Stockbridge Middle School provides parents with individual student assessment results in several ways. Additionally, parents may request a meeting with any member of administration, teacher, or faculty member to discuss the progress of their child(ren).

Parents are notified of individual student assessment results in the following ways:

- Progress reports sent home every 4-1/2 weeks
- Georgia Milestones individual student reports
- Parent/teacher conferences
- Parent access to Infinite Campus to view student grades and attendance
- Semester report cards
- Student-led conferences
- Agenda books (teacher/student correspondence to parents)
- Infinite Campus parent portal

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

Response:

After assessments are given, teachers collaborate to look at specific score reports pertaining to skills and concepts that need to be addressed. More specifically, teachers will develop item analyses and work with the instructional coaches to develop strategies that will ensure mastery of the assessed standards and skills. Data collection occurs frequently so that teachers can continue to make modifications that will address student needs. Additional provisions for the collection

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and disaggregation of achievement data includes weekly-grade level meetings and data talks, mandatory lesson plan collaboration, monthly department meetings, and weekly team meetings.

Additionally, data is also used to identify weaknesses that need to be addressed, as well as provide additional assistance through Multi-Tiered Student Support (MTSS) for students who need clear, specific instructional strategies. When students are identified, teachers provide tailored learning strategies through Tier II and Tier III stages of the MTSS. During the MTSS, the MTSS team (teachers, counselors, school psychologists and administrators) meet to discuss specific methods of addressing individual student needs.

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

Response:

Data will be collected from multiple sources and at various checkpoints. The multiple sources of data will help ensure validity and reliability because of the triangulation of the data, which is both qualitative and quantitative. The school improvement plan will be evaluated by a number of assessments including the use of the Georgia Milestones, End of Course Test (EOCT), ACCESS for ELL (English Language Learners), local school and district Common Formative Assessments (CFAs), multiple observations, and surveys completed by students, staff, and parents.

14. Provisions for public reporting of disaggregated data.

Response:

The results of the Georgia Milestones 2016 test is reported by the Georgia Department of Education's website. Data is reported through the College and Career Readiness Performance Index, as a result of the Elementary and Secondary Education Act waiver. For the convenience of stakeholders, a link to Georgia Department of Education is provided on the school's website. Other areas for public reporting of disaggregated data is as follows:

- School website
- Teacher website
- Schoolwide Plan
- School Strategic Plan
- Parent/Teacher Conferences
- School Council
- PTSA
- Student Led Conferences

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:

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The Title I Schoolwide plan is developed, reviewed, and revised as needed throughout the school year by a team of educators. It is also monitored monthly to make sure goals and student needs are met.

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:

Our Title I Schoolwide Plan was developed with the participation of individuals who will assist with the implementation of the plan. Monthly meetings are held to monitor the progress of the plan. An annual Title I review meeting will be held invite parents, community members and stakeholders to review the Parental Involvement Policy along with other Title I information.

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

Response:

The Schoolwide Plan for Stockbridge Middle School will be placed on the school website, in the front office, in the Media Center, and in the Parent Resource Room.

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.

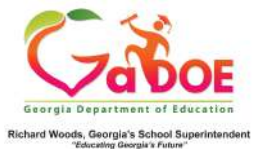
Response:

Our school improvement plan will be translated, to the extent feasible, into any native language that is spoken by a significant percentage of participating students or as needed as outlined by Henry County School. These are times when materials are sent home in other languages. This will enable our parents to actively participate in the school improvement process.

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

Response:

Our Title I plan is based on assessments and strategies to help students meets standards outlined by the State. The planned team collaborates to plan and analyze assessment data to determine strategies and programs to helps students meet required standards. The team has members that correlate with grade levels, subject areas, specialty areas (i.e., special education, connections), parents, and students. Members take disseminated information to their respective subject areas, grade levels, or committees where meaningful conversations and further desegregation and



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planning take place. The schools Title I plan and school improvement plan is one document designed to assist students in meeting and achieving academic success. This Title I Plan is subject to school improvement provisions of section 1116.