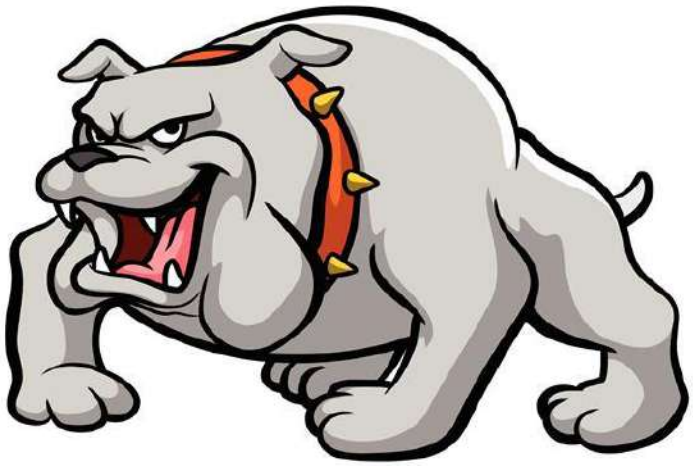
Hart County Middle School, Title I School

176 Powell Road Hartwell, GA 30643
P: 706-376-5431 F:706-376-2207
Principal, Bryan Edwards



Georgia Department of Education
Title I Schoolwide/School Improvement Plan

Contents

Georgia Department of Education
Title I Schoolwide/School Improvement Plan

School Information

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: Hart County Middle School	**District Name: Hart County Charter**	
Principal Name: Bryan Edwards	**School Year: 2018-2019**	
School Mailing Address: : 176 Powell Rd. Hartwell, Ga 30643		
Telephone: 706-376-5431		
District Title I Director/Coordinator Name: Lamar Scott		
District Title I Director/Coordinator Mailing Address: 284 Campbell Dr. Hartwell, Ga 30643		
Email Address: : lscott@hart.k12.ga.us		
Telephone: 706-376-5141		
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 the Title I Schoolwide/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 4 components in the template are required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESSA). The additional components are locally required.

- Please submit your School Improvement Plan as an addendum after the header page in this document.

Georgia Department of Education
Title I Schoolwide/School Improvement Plan

Planning Committee Members

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Bryan Edwards		Principal
Chuck King		Assistant Principal
Jacqueline Brock		Assistant Principal
Jennifer Tew		Teacher
Tee King		Teacher
Brooke Perkins		Teacher
Sandy Floyd		Teacher
Kathy Wilson		Media Specialist
Stacie Smith		Parent
Justin Corbett		Parent
Nicole Wheless		Parent
Trevor Wheless		Parent
Sherry Ray		Parent
Angela Wolfe		Parent
Mark Cooper		Parent
Jamie Franklin		Parent
Ashley Hardy		Parent
Shere' Wilbon		Parent
Debbie, Bentley		Parent
Allison Cape		Parent
Nichole Carroll		Parent
Erica Robertson		Parent
Lee Robertson		Parent
Natalie Knowles		Parent
Chad Posey		Parent

SWP/SIP Components

1. A comprehensive needs assessment of the entire school, that is based on information which includes the academic achievement of children in relation to the challenging state academic content standards, particularly those children who are failing, or are at risk of failing, to meet the challenging state academic standards and any other factors as determined by the local LEA as described in Section 1114(b)(6).

- We have developed our Schoolwide Plan with the involvement of the community to be served and individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were Bryan Edwards, Chuck King, Jacqueline Brock, Jennifer Tew, Brooke Perkins, Tee King, Sandy Floyd, Kathy Wilson, Stacie Smith, Justin Corbett, Nicole Wheless, Trevor Wheeless, Mark Cooper, Sherry Ray, Angela Wolfe, Jamie Franklin, Ashley Hardy, Debbie Bentley, Shere' Wilbon, Allison Cape, Nichole Carroll, Erica Robertson, Lee Robertson, Natalie Knowles, and Chad Posey. Teachers and administrators met daily June 4 through June 8, 2018. The team members that were involved reviewed the Schoolwide Plan for the 2017-2018 school year and made changes to meet the needs of the 2018-2019 school year based on parent, teacher, and paraprofessional surveys, MAP Data, CCRPI scores, Georgia Milestones, and teacher, parent, and community member input. Mr. Edwards led the discussions, provided reports and data, and made the changes to the Schoolwide Plan. Jennifer Tew kept minutes throughout the meetings each day and made changes to the compacts. All participants reviewed and analyzed MAP data to identify the areas of weakness for the school so that this information could be used to plan professional development/needed resources. All staff and parents were invited to attend the planning meetings as well as give feedback throughout the school year through parent meetings, the parent involvement survey, parent event evaluations, and leadership meetings.
- We have used the following instruments, procedures, or processes to obtain this information about Hart County Middle School:

  After each Title1 event, parents are asked to complete evaluations about the events so that we can improve the event, keep the activity or make it more accessible. Parent, Student, and Teacher surveys are provided so that all stakeholders have opportunities to provide feedback. All information is reviewed and teams brainstorm to find activities that meet the needs of our stakeholders. Current Georgia Milestone Assessment Data and this year's MAP testing were used to determine strengths and weaknesses, areas of progress, and identify achievement gaps. We also did the same with CCRPI data available. This information helped generate discussion of the areas where our school needs to increase support for our students. Detailed academic performance data can be located in 1D and 1E. Additional instruments and procedures used were benchmark testing, common assessments, student conferencing, and parent input. Student data cards were developed by the teachers for each student which tracked grades, attendance and behavior. Academic teams for each grade level would meet to discuss diagnostic data received through SLDS to make decisions for lesson planning and to discuss student strengths and

weaknesses. These academic teams would meet as needed to brainstorm subject area needs and grade level expectations. PTO meetings were held the first Tuesday of every month. Student Governance meetings were held on the second Tuesday of every month. Behavior and tardies will be tracked for the 2018-2019 through our PBIS system.

➢ a. We have reflected current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved.

	6th ELA		% Scoring Levels 2, 3, and 4 on GMA								
	Total Students	% of Students Passing	Black	White	Hispanic	Asian	America n Indian	Two or More Races	SW D	LE P	Econ Disadv
2014-2015	244	59%	33%	63%	77%	--	--	--	--	--	49%
2015-2016	259	59%	45%	67%	44%	--	--	--	14 %	-	51%
2016-2017	255	73%	53%	81%	54%	--	--	--	32 %	--	61%

	7th ELA		% Scoring Levels 2, 3, and 4 on GMA								
	Total Students	% of Students Passing	Black	White	Hispanic	Asian	American Indian	Two or More Races	SWD	LEP	Econ Disadv
2014 - 2015	257	61%	38%	64%	81%	--	--	--	9%	--	49%
2015 - 2016	253	67%	44%	73%	76%	--	--	--	16%	--	56%
2016 - 2017	261	62%	50%	70%	44%	--	--	--	24%	--	52%

	8th ELA		% Scoring Levels 2,3, and 4 on GMA								
	Total Students	% of Students Passing	Black	White	Hispanic	Asian	American Indian	Two or More Races	SWD	LEP	Econ Disadv
2014-2015	247	75%	70%	79%	53%	--	--	--	36%	--	70%
2015-2016	335*	59%	33%	69%	59%	--	--	--	10%	--	46%

2016-2017	330*	63%	40%	73%	67%	--	--	--	26%	--	52%

*These figures represent all of 8th grade students and the students that re-tested. Unable to differentiate the total students tested.

CCRPI SCORE

CCRPI Score						
69.1						
Sum of Achievement, Progress, Achievement Gap, and Challenge Points						
Achievement Points	Progress Points	Achievement Gap Points	Challenge Points		Financial Efficiency Rating	School Climate Rating
			ED/EL/SWD Performance Points	Exceeding the Bar Points		
29	32.4	6.7	0	1	★★½	★★★
			1			

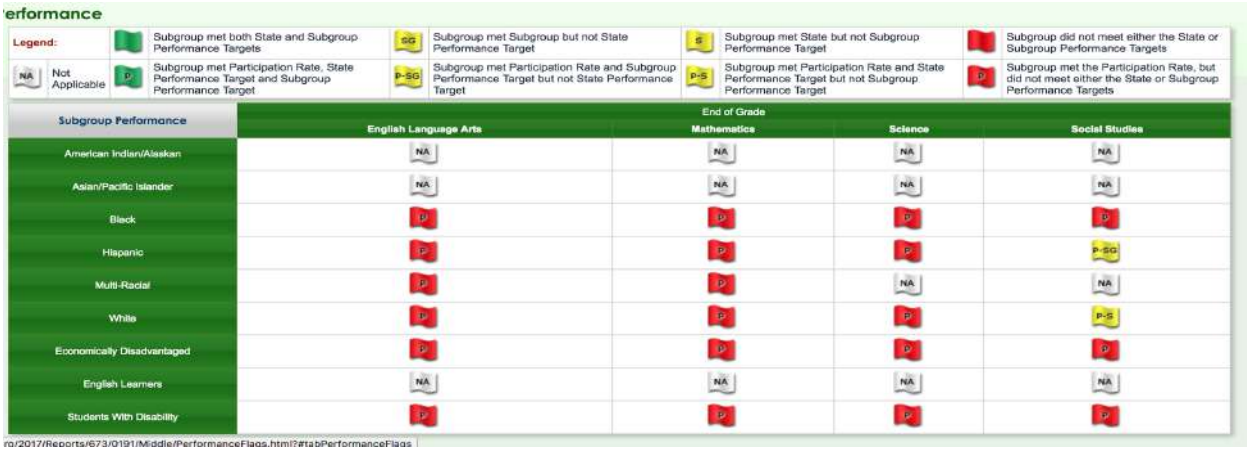
PROGRESS

Middle School Indicators Content Area Assessments	Count of Students Meeting Typical/High Growth	Count of Students with Student Growth Percentiles (SGPs)
English Language Arts	485	732
Mathematics	403	733
Total	888	1465
Percent Meeting Typical/High Growth	.60614	
Benchmark	74.8%	
Adjusted Percent Meeting Typical/High Growth	.81035	
Weighted Performance	(.81035)*40	
Progress Points Earned	32.4	

ACHIEVEMENT GAP

Middle School Content Area Assessments	Gap Size	Gap Progress	Higher of Gap Size/Gap Progress	Points Possible
EOG: English Language Arts	1	2	2	3
EOG: Mathematics	1	2	2	3
Total			4	6
Percent of Higher of Gap Size/Gap Progress	.66667			
Weighted Performance	(.66667)*10			
Achievement Gap Points Earned	6.7			

2017 College and Career Ready Performance Index for
Hart County Middle School



erformance

Legend:							
	Subgroup met both State and Subgroup Performance Targets	SG	Subgroup met Subgroup but not State Performance Target	S	Subgroup met State but not Subgroup Performance Target		Subgroup did not meet either the State or Subgroup Performance Targets
NA Not Applicable	P Subgroup met Participation Rate, State Performance Target and Subgroup Performance Target	P-SG	Subgroup met Participation Rate and Subgroup Performance Target but not State Performance Target	P-S	Subgroup met Participation Rate and State Performance Target but not Subgroup Performance Target	P	Subgroup met the Participation Rate, but did not meet either the State or Subgroup Performance Targets

Subgroup Performance	End of Grade			
	English Language Arts	Mathematics	Science	Social Studies
American Indian/Alaskan	NA	NA	NA	NA
Asian/Pacific Islander	NA	NA	NA	NA
Black	P	P	P	P
Hispanic	P	P	P	P-SG
Multi-Racial	P	P	NA	NA
White	P	P	P	P-S
Economically Disadvantaged	P	P	P	P
English Learners	NA	NA	NA	NA
Students With Disability	P	P	P	P

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MAP Reading
Goal Performance 2017-2018
All Students

	Literature	Informational Text	Vocabulary Acquisition and Use
6th Fall	208.3	207.9	208.6
6th Winter	212.3	213.4	212.6
6th Spring	213.8	214.4	213.7
7th Fall	211.7	212.7	213.3
7th Winter	216.0	215.5	215.8
7th Spring	218.1	218.5	218.7
8th Fall	215.1	214.4	217.1
8th Winter	217.5	217.8	219.5
8th Spring	219.3	220.7	221.7

	MAP Reading By Ethnicity and Domain Goal Performance 2017-2018											
	Literature				Informational Text				Vocabulary Acquisition and Use			
	Black	White	Hispanic	Asian	Black	White	Hispanic	Asian	Black	White	Hispanic	Asian
6th Fall	201.4	210.1	208.3	--	199.5	210.1	208.0	--	201.4	210.7	205.9	--
6th Winter	205.4	214.1	213.5	--	205.6	214.7	212.3	--	205.4	214.7	212.4	--
6th Spring	206.4	215.5	216.1	--	206.9	216.4	214.4	--	205.6	215.9	212.4	--
7th Fall	204.4	214.2	207.4	--	208.1	214.9	208.3	--	207.5	216.1	206.2	--
7th Winter	209.4	218.2	213.8	--	208.6	217.9	213.6	--	210.3	219.1	214.1	--
7th Spring	211.1	219.8	217.5	--	212.6	220.2	217.8	--	212.8	220.6	217.7	--
8th Fall	209.8	218.3	205.1	--	207.6	217.9	205.3	--	211.1	220.6	206.9	--
8th Winter	212.7	220.5	209.4	--	213.3	220.8	209.3	--	214.2	223.1	209.8	--
8th Spring	215.5	221.6	210.6	--	217.5	223.1	211.5	--	216.5	224.8	211.8	--

We analyzed 2017-2018 Map data. Data was first broken down based on grade level and domain. The aggregated data revealed Reading Literature for 6th grade had a 2.6% gain, 7th grade had a 3.0% gain and 8th grade had a 1.9% gain. Informational Text for 6th grade had a 3.1% gain, 7th grade had a 2.7% gain and 8th grade had a 2.9 % gain. Vocabulary Acquisition and Use for 6th grade had a 2.3% gain, 7th grade had a 2.5% gain and 8th grade had a 2.2% gain. Growth occurred in all domains for 6th and 7th grade whereas, 8th grade experienced minimal growth.

We then conducted an analysis of the disaggregated data. The school population was broken down to reflect our three largest subgroups: black/African American, white, and Hispanic/Latino.

Data analysis revealed Reading Literature for black/African American 6th grade had a 2.5% gain. 7th grade had a 3.2% gain, and 8th grade had a 2.7% gain. Informational Text for black/African American 6th grade had a 3.7% gain, 7th grade had a 2.7% gain, and 8th grade had a 4.7% gain. Vocabulary Acquisition and Use for black/African American 6th grade had a gain of 2.1%, 7th grade had a gain of 2.6%, and 8th grade had a gain of 2.6%.

Reading Literature for white 6th grade had a 2.6% gain, 7th grade had a 2.6% gain, and 8th grade had a 1.5% gain. Informational Text for 6th grade had a 3.0% gain, 7th grade had a 2.7% gain, and 8th grade had a 2.4% gain. Vocabulary Acquisition and Use 6th grade had a 2.5% gain, 7th grade had a 2.0% gain, and 8th grade had a 1.9% gain.

Reading Literature for Hispanic/Latino 6th grade had a 3.7% gain, 7th grade had a 4.9% gain, and 8th grade had a 2.7% gain. Informational Text for Hispanic/Latino 6th grade had a 3.1% gain, 7th grade had a 4.6% gain, and 8th grade had a 3.0% gain. Vocabulary Acquisition and Use for Hispanic/Latino 6th grade had a 2.7% gain, 7th grade had a 3.0% gain, and 8th grade had a 2.4% gain.

All subgroups should grow equally as compared with the aggregated data; however, the white 8th grade subgroup should be the lowest percentage growth.

Each grade level showed a gain in RIT scores from fall administration to spring administration. However, the following are areas that need attention based on beginning and ending RIT scores.

- The area of focus for 6th grade will be Vocabulary and Acquisition and Use (Fall RIT: 208.6, Spring RIT: 213.7).
- The area of focus for 7th grade will be Vocabulary and Acquisition and Use (Fall RIT 213.3, Spring RIT 218.7).
- Areas of focus for 8th grade will be Literature (Fall RIT 215.1, Spring RIT 219.3) and Vocabulary and Acquisition and Use (Fall RIT 217.1, Spring RIT 221.7).

We will target students for remediation by using a schoolwide tutorial plan to work on areas of need. Students will receive instruction in a small group to help close the achievement gap.

	MAP Math All Students By Domain Goal Performance 2017-2018			
	Operations and Algebraic Thinking	**The Real and Complex Number Systems**	**Geometry**	**Statistics and Probability**
6th Fall	210.6	215.3	212.8	208.3

6th Winter	216.9	217.1	215.1	211.8
6th Spring	221.4	221.9	220.6	221.5
7th Fall	218.9	220.2	218.9	218.0
7th Winter	223.8	224.1	223.2	221.9
7th Spring	227.7	227.9	228.7	230.3
8th Fall	222.6	223.0	222.2	223.3
8th Winter	224.6	222.4	223.5	224.3
8th Spring	227.8	225.8	226.3	227.6

	MAP Math By Ethnicity and Domain Goal Performance 2017-2018											
	Operations and Algebraic Thinking			**The Real and Complex Number Systems**			**Geometry**			**Statistics and Probability**		
	Black	White	Hispanic/ or Latino	Black	White	Hispanic/ or Latino	Black	White	Hispanic/ or Latino	Black	White	Hispanic/ or Latino
6th Fall	204.4	212.8	207.3	206.8	218.3	212.1	204.6	215.1	211.7	200.4	210.7	207.4
6th Winter	209.3	219.4	213.8	208.3	220.1	214.2	205.1	218.4	212.8	205.2	214.1	209.4
6th Spring	211.6	224.6	217.6	211.5	225.3	218.8	209.1	224.1	218.8	210.3	225.0	220.8
7th Fall	214.6	220.3	218.3	215.1	222.2	217.8	212.0	221.0	220.3	211.5	220.1	216.5
7th Winter	220.6	225.1	222.6	219.2	226.1	222.2	216.1	225.3	221.1	214.8	223.9	221.6
7th Spring	215.8	229.8	228.9	219.7	229.8	229.7	217.2	232.0	226.7	219.5	232.8	231.1
8th Fall	217.5	225.6	215.5	216.8	226.9	212.8	216.8	225.3	213.3	215.0	228.1	210.2

8th Winter	217.7	229.0	215.3	214.5	227.2	211.9	215.8	227.8	215.9	216.6	229.0	213.3
8th Spring	222.7	231.7	213.9	220.8	229.6	215.0	220.2	230.5	216.6	220.2	232.6	213.8

We analyzed 2017-2018 Map data. Data was first broken down based on grade level and domain. The aggregated data revealed domain performance as follows:

Operations and Algebra
6th grade had a 5.1% gain,
7th grade had a 4.1% gain, and
8th grade had a 2.3% gain.
Real and Complex Numbers
6th grade had a 3.1% gain,
7th grade had a 3.5% gain, and
8th grade had a 1.3% gain
Geometry
6th grade had a 3.7% gain,
7th grade had a 4.9% gain, and
8th grade had 1.9% gain.
Statistics and Probability
6th grade showed a 6.3% gain,
7th grade had a 5.6% gain, and
8th grade had a 2.0% gain.

We then conducted an analysis of the disaggregated data. The school population was broken down to reflect our three largest subgroups; black/African American, white, and Hispanic/Latino.

Data analysis revealed Operations and Algebraic thinking for black/African Americans 6th grade had a 3.5% gain, 7th grade had as 2.4% gain and 8th grade had a 2.4% gain. The Real and Complex Number Systems for 6th grade had a 2.3% gain, 7th grade had a 2.1% gain, and 8th grade had a 1.9% gain. Geometry for 6th grade had a 2.2% gain, 7th grade had a 2.5% gain, and 8th grade had a 1.7% gain. Statistics and Probability 6th grade had a 4.9% gain, 7th grade had a 3.8% gain and 8th grade had a 2.4% gain.

Data analysis revealed the following information for the white subgroup: Operations and Algebraic Thinking: 6th grade had a 5.6% gain, 7th grade had a 4.3% gain, 8th grade had a 2.7% gain. The Real and Complex Number Systems: 6th grade had a 3.2% gain, 7th grade had a 3.4% gain, 8th grade had a 1.2% gain. Geometry: 6th grade had a 4.2% gain, 7th grade had a 5.0% gain, 8th grade had a 2.3% gain. Statistics and Probability: 6th grade had a 6.8% gain, 7th grade had a 5.8% gain, 8th grade had a 2.0% gain.

Data Analysis revealed the following information for the Hispanic/Latino subgroup: Operations and Algebraic Thinking: 6th grade had a 5.0% gain, 7th grade had a 4.9% gain, 8th grade had a .74% loss. The Real and Complex Number Systems: 6th grade had a 3.1% gain, 7th grade had a 5.5% gain, 8th grade had a 1.0% gain. Geometry: 6th grade had a 3.4% gain, 7th grade had a 2.9% gain, 8th grade had a 1.6% gain. Statistics and Probability: 6th grade had a 6.5% gain, 7th grade had a 6.7% gain, 8th grade had a 1.7% gain.

Focus areas based on RIT scores will be as follows:

- 6th grade Real and Complex Numbers (Fall RIT 215.3, Spring RIT 221.9)
- 7th Grade: Real and Complex Numbers (Fall RIT 220.2, Spring RIT 227.9)
- 8th Grade: The Real and Complex Number Systems (FALL RIT 223.0, Spring RIT 225.8), Geometry (Fall RIT 222.2, Spring RIT 226.3) and Statistics and Probability (Fall RIT 223.3, Spring RIT 227.6)

We will target students for remediation by using a school wide tutorial plan to work on areas of need. Students will receive instruction in a small group to help close the achievement gap.

b. We have identified additional areas that also impact student achievement through use of surveys and review of quantifiable data, i.e. attendance and discipline data, which will help the school understand what improvement needs to be made in these areas. For example: Based on CCRPI data, our school is generally safe and drug free. We received 89.63 CCRPI points in this area. In the area of Weighted Suspensions, we received 80 CCRPI points. Student Attendance received 64.346 CCRPI points which indicates a need to address attendance.

We looked at the Spring Parental/Family Engagement Survey which had a participation rate of 43.71%. Mothers were the primary respondents and indicated their student participated in the gifted program. While guardians did not participate in Family Involvement Activities, they did feel they were given the opportunity to do so. The primary reason given for lack of attendance is lack of time and indicated they would prefer evening meetings. 51.92% of respondents would like to see 1% of parent involvement funds to be spent on technological resources for parents.

Respondents were asked what specific informational programs they would like to see. The top request were: math skills, homework tips, and career pathways. About 50% of respondents stated they were not aware of opportunities to volunteer in the school. Almost 80% of the respondents indicated they never worked with other parents to plan and carry out school activities. 83.2% stated they would not be willing to help with staff training on ways to better work with parents and families. 45.82% of the respondents were aware of the START from the Hart program that offered extended media center hours. Of those that indicated they knew of the program only 9.26% took advantage of the program.

➢ 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 [the Common Core Georgia Performance Standards (CCGPS)] and the State student academic achievement standards including

- Economically disadvantaged students did not meet the state performance targets in ELA, Math, Science or Social Studies. We feel that this is attributed to limited background experiences and the need for more vocabulary development. We will continue to build vocabulary across the content areas through research based instructional strategies and by linking MAP data to Study Island. The Study Island Program can prescribe a path to work on vocabulary development.
  Lucy Calkins will be utilized as well for building literacy, vocabulary and reading/writing skills along with the Lucy Calkins Writing Workshop model.
  IXL will also be used to address the achievement gap in math.
  Stemscope is a project based science computer program which will increase writing and literacy across the curriculum.
  Social Studies will use Gallopade to implement writing and reading across the curriculum. To meet the needs of these deficiencies, we will utilize a strategic tutorial plan that focuses on these student's individual needs.
  Social Studies and Math instructional coaches will be used to assist in providing instruction to improve writing across the curriculum, modeling strategies, and implementing research-based instructional strategies.

- Students from the Black subgroup did not meet the subgroup or state performance targets in ELA, Math, Science and Social Studies. The Hispanic subgroup did not meet state or subgroups in ELA, Math, nor Science; however, the Hispanic subgroup met the state performance target in Social Studies but not subgroup performance. Students from the white subgroup did not meet the subgroup or state performance targets in ELA, Math, and Science. The white subgroup did meet state performance targets in Social Studies but did not meet subgroup performance targets. We feel that these groups' lower performance is based on limited vocabulary development and background experiences.
  Study Island is linked to MAP data to address individual education plans.
  Lucy Calkins will be used to build vocabulary, reading skills, and writing skills.
  IXL will be used to build improve math skills.
  Academic instructional coaches in Social Studies and Math will assist in improving writing across the curriculum, modeling strategies and assist with implementing research-based instructional strategies.
  We will also use a strategic tutorial plan that focuses on these student's individual needs.

- Students with disabilities did not met the state performance targets or subgroup targets in ELA, Math, Science, and Social Studies. We believe limited experience of application of concepts and vocabulary as well as a need for additional relevance discussion in these areas needs to be addressed.
  An increased instruction in writing skills and its process through Lucy Calkins Writing Workshop model in all ELA classrooms.
  Special Education teachers will work with General Education teachers to make ELA and Math content more comprehensive for students with disabilities by using co-taught

models.
Study Skills classes will address the specific area of need for students with disabilities.
MAP data will be linked to Study Island for a prescriptive plan.
IXL will address Math gaps.
MAP data, student conferences, and student support teams will be used to design and give assessments to target students that are deficient in these areas. (ELA, Math, Science, and Social Studies).

- There were not enough students with limited English proficiency, Migratory or McKinney Vento (Homeless) students in the tested grade levels to create a subgroup. Supplemental services are provided by the Migrant Education Program.

- The data has helped us reach conclusions regarding achievement or other related data.
  - The major strengths we found in our program were:

    6th grade: ELA-Extended Writing (Informative)
    Math-Geometry
    7th Grade: ELA-Extended Writing (Opinion)
    Math- Ratios and Proportional Relationships
    8th Grade: ELA-Extended writing (Opinion)
    Math-Statistics and Probability
    Science-force and Motion
    Social Studies-Geography

  - The major needs we discovered were:

    6th Grade: ELA- Narrative Writing
    Math- 1. The Number Systems
    2. Expressions and Equations
    7th Grade: ELA- 1. Narrative Writing
    2. Informative Writing
    Math- 1. The Number System
    2. Geometry
    8th Grade: ELA- 1. Narrative Writing
    2. Vocabulary and Usage
    Math- 1. Numbers, Expressions, and Equations
    2. Algebra Functions
    Science- Energy and Its Transformation
    Social Studies- History

  - The needs we will address are a targeted focus on literacy and writing across the curriculum. All ELA classes will use the Lucy Calkins Writing Workshop model and Book Clubs. Dr. Holly Ward along with the ELA Academic Coach will provide professional development and support throughout the school year. Lucy Calkins teaches the skills involved in reading and writing with high student expectations and

achievable goals. Students will be encouraged to read independently using high-interest books and quick reads.

To further promote reading and writing across the curriculum. Social Studies will implement Gallopade. Gallopade blends Social Studies and English/Language Arts through vocabulary, reading for information, essay writing, and writing prompts building literacy in the classroom. Gallopade's Social Studies Curriculum increases rigor using evidence-based cycle of "small-bites: and Interactive Learning as well as information for Project Based Learning. Activities span all DOK levels to reinforce content, develop critical thinking skills, and assess understanding and comprehension. The program consists of a student workbook, digital Teacher Tools, and an Online Assessment Tool.

STEMScopes is an educational tool that will be used by Science. STEMScopes is a project based learning tool that incorporates literacy and writing. Dr. Aleta Price will serve as a consultant in developing our STEAM program which focuses on project based learning, literacy, and writing.

IXL and Study Island will be used to create individualized instruction to target student's specific needs in Math and ELA. MAP data will be used to create flexible tutoring groups.

Nearpod will be used across the curriculum to implement required Digital Citizenship. Nearpod will also be used in daily instruction and to deliver differentiated instruction in small groups.

All classes will have access to NEWSELA. NEWSELA will provide leveled current events, reading and writing practice.

Additionally, the Social Studies, ELA, and Math academic instructional coaches will assist with improving writing across the curriculum, model strategies, and assist with implementing research-based instructional strategies.

In addition, to focusing on academic strategies to increase student success, we are implementing a new behavior program called PBIS. This program focuses on positive reinforcement. Through this program, we will address the problem of tardiness and attendance by rewarding students for being in attendance and on time.

Also, we will increase family involvement by planning student focused curriculum nights in coordination with the technical and fine arts departments of our school.

We will need additional supplemental materials to fully implement new learning models such as Gallopade, STEMscope, and Lucy Calkins.

There is a need to continue to replace and add technology (chromebooks, chromebook covers, and chromebook carts) to provide student access to the academic online learning opportunities at HCMS. In addition, technology for the classroom, such as Activboards, that offer learners the opportunity to share and participate in the instructional process, needs to be replaced or added as funds are available.

➢ The ROOTCAUSE/s that we discovered for each of the needs were
(1) a lack of consistent implementation of research based best practices for classroom instruction,
(2) inconsistent use and consistency of co-teaching models,
(3) a need for more data driven differentiated instruction to meet the needs of underachieving, low achieving, and special needs students,
(4) a lack of focus on college and career ready, why education is important to be successful in life.
(5) attendance (See attached CCRPI chart for details).
(6) Paraprofessionals also completed a Needs Assessment survey where they indicated the need for professional learning in Science, SLDS, and behavior management.

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

- The ELA goal for the Georgia Milestones Assessment for 6th grade is to increase from 38% of Proficient and Distinguished learners to 40%.
- The ELA goal for the Georgia Milestones Assessment for 7th grade is to increase from 23% of Proficient and Distinguished learners to 25%.
- Eighth grade ELA goal is to increase 39% of Proficient and Distinguished learners to 41%.
- Goals for all subgroups with a performance flag of yellow or red will move up a minimum of one performance flag.
- The Math goal for the Georgia Milestones Assessment for 6th grade is to increase from 42% of Proficient and Distinguished learners to 44%.
- The Math goal for the Georgia Milestones Assessment for 7th grade is to increase from 30% of Proficient and Distinguished learners to 32%.
- The Math goal for the Georgia Milestones Assessment for 8th grade is to increase from 28% of Proficient and Distinguished learners to 30%.
- The Science goal for the Georgia Milestones Assessment for 8th grade is to increase from 33% of Proficient and Distinguished learners to 35%.
- The Social Studies goal for the Georgia Milestones Assessment for 8th grade is to increase from 36% of Proficient and Distinguished learners to 38%.
- All subgroups with a performance flag of yellow or red will move up a minimum of one performance flag.
- 77% of our students (6-8) will meet or exceed the academic goals in reading and math set by the MAP assessment.
- All students will show growth from the fall administration of MAP to the spring administration.
- Parent participation will increase from 5% to 10%. (Parental participation is estimated based on number of students vs. average number of parents that attend Title I events.)
- Student attendance will increase from 64.346 CCRPI points to 66.346 CCRPI points.
- School Safety and Security Score will increase from 89.620 CCRPI points to 91.620

CCRPI points.

2. Schoolwide reform strategies that: Sec. 1114(b) (7) (A) (i-iii)

The school identified evidenced based strategies that have been effective in addressing literacy and writing across the curriculum. These include IXL, Newsela, STEMScopes, Writing Workshop, Instructional Coaches, Targeted Remediation, Nearpod, Study Island, and consultants Aletta M. Price and Holly Ward.

a.i. Provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)] to meet the challenging state academic standards.

Note: this section also addresses ESSA

4. a. Requirements to include in the Schoolwide Plan: Define how your interventions are evidence-based; or other effective strategies to improve student achievement. Sec 1111(d)(B)

- **IXL** will serve as a resource for teachers to help effectively address gaps in student's knowledge. Teachers will use specific math insights to directly assist students. The Analytics component will help teachers refine instructional strategies in order to teach at the right level of rigor and complexity.
- **Newsela** will be used as a tool to increase student's nonfiction reading practice by up-to-date, high-interest articles to meet students at their instructional level.
- **STEMScopes** will be used in science classes to increase writing and literacy through projects based learning.
- **Writing Workshop -** All students will receive instruction during ELA class using the Lucy Calkins writing workshop model. Lucy Calkins will include book clubs to target literacy needs. **Holly Ward, Ph.D.** will deliver to ELA teachers through demonstration, modeling, and role playing instructional strategies on how to implement the reading and writing workshop models in their classrooms.
- **Instructional Coaches-**The Social Studies, Math, and ELA academic instructional coaches will assist with improving writing across the curriculum, model strategies, and assist with implementing research-based instructional strategies.
- **Targeted Remediation** – Hiring school tutors throughout the year to work on areas of student needs. Students can receive instruction in a small group to help close the

achievement gap.

- **Nearpod** will be used to help teachers differentiate instruction to meet the diverse needs of all learners within their classroom. Nearpod's formative assessment activities are effective for differentiating instruction. This will allow teachers to get instant insight into how their students are doing and address any questions or misconceptions.
- **Study Island** is a resource for teachers to assess student's preparation on state standards, customize classroom assessments, and flexible practice for students. Also, teachers will use this program to drive instructional practices because it offers real-time progress monitoring to teach student outcomes.
- **Aletta M. Price, Ph.D.** will deliver reading and writing across the curriculum to science, math, social studies, science, and connection teachers. Also, Dr. Price will provide explicit instruction to science teachers and social studies teachers on STEAM and Project based learning strategies, assessments, and activities to implement in the classroom.

a. ii. Use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; Note: this section also addresses ESSA

4. a. Requirements to include in the Schoolwide Plan: Define how your interventions are evidence-based; or other effective strategies to improve student achievement. Sec 1111(d)(B)

Response: **IXL- Moderate Evidence Based Research**

After practicing on IXL Math for one school year, 5th grade students demonstrated larger gains on the NWEA MAP test than students who did not use IXL Math. In a 2017 study, Van Ruler compared NWEA MAP test score growth for two different cohorts of 5th grade students at a school in northwest Iowa. Van Ruler compared the MAP performance of the treatment group to the control group and the national norm of all 5th grade students who took the MAP test in the U.S. From fall to spring, students in the treatment group improved their overall math score by 5.64 percent, compared to 4.20 percent for the control group and 5.08 percent for the national norm. Sixty-five percent of students in the treatment group reached or exceeded normative growth on the MAP test, while only 41 percent of students in the control group met this standard. The analysis of subgroups showed that English language learners and students in special education programs made the most improvement compared to the control group.

Van Ruler, D. (2017). *Blended Learning and Math Growth: Investigating the Role of IXL Math in the Growth of 5th Grade Students' Math Fluency Scores* (master's thesis). Dordt College, Sioux Center, Iowa.

With the support of IXL Math and intervention groups, 4th grade students in a Title I school outperformed their peers and exceeded the district average. A two-year observational study conducted by James (2016) examined how IXL Math and intervention groups helped students improve their math performance on the Smarter Balanced assessment (SBA). At the end of the first year, 74 percent of students in the study group met or exceeded grade-level standards on the

SBA. In comparison, only 49 percent of students from the other Title I elementary schools in the same district met or exceeded standards. Only 62 percent of students across all elementary schools in the district met or exceeded standards. The percentage of students exceeding standards in the study group was also much higher than the district's other Title I schools and the district average.

James, L. (2016). Mathematics Awareness through Technology, Teamwork, Engagement, and Rigor. *Journal of Curriculum and Teaching*, 5(2), 55.

NEWSELA- Promising Evidence Based Research

At nearly all grades, students are required to develop research skills across content areas with a strong focus on nonfiction, including literary nonfiction; essays; biographies and autobiographies; journals and technical manuals; and charts, graphs, and maps (Gewertz, 2012). Research advocates for educators to teach students how to read informational texts to ensure academic excellence by the time they reach intermediate grades (Duke, Bennett-Armistead, & Roberts, 2003; Fisher, 1996; Hadaway, Vardell, & Young, 2002). "Newsela is an online literacy platform that helps students **develop their nonfiction reading skills** through **high-interest content** available at multiple reading levels. The platform provides thousands of pieces of high-quality, article-length nonfiction **content in English and Spanish** with accompanying **reading and writing assessments** at each of **five levels** spanning **grades 2-12**."
Sixty six percent of students are not reading proficiently at their grade level (NAEP, 2015).

Research has shown that texts used for instruction that can be read with at least 95% accuracy produce greater gains than more difficult texts (Allington, McCuiston, & Billen, 2014). There is an equally large body of research that suggests that teaching students with only texts that match their reading level can result in a scenario where the student never really catches up. It is evident that there is a need for balance between providing students with texts that are at their "independent reading level" (defined as 99% word recognition accuracy and 90% comprehension) and texts that are at the "frustration level reading" (defined as word recognition of 90% or less and comprehension of 50% or below) to help readers truly succeed. *Newsela's* instructional design is rooted in its flexible leveling. With *Newsela*, teachers have the flexibility to use both of these vital approaches to reading instruction by providing students with texts at grade level and also by providing textual adaptations that allow students to read independently. Research says, when students are immersed in a set of texts around a common theme, they will not only reach a deep understanding of the content provided by those texts, but will also learn and practice the English language arts skills—reading, writing, listening, speaking, and language—necessary to gain and communicate that learning (Cappiello & Dawes 2013).

According to Ravitch (2003), in many classes everyone reads the same stories, but student choice can be a highly motivating factor. Self-selected reading activities appear to be approximately twice as powerful as teacher-directed reading activities at generating reading

development (Guthrie & Humenick, 2004; Lindsay, 2010). Students are more likely to read purposefully if they can choose texts that reflect their interest (Guthrie, et al., 2004). The added benefits of free reading done outside of school include student growth in vocabulary, reading comprehension, verbal fluency, and knowledge of general information (Anderson, Wilson, & Fielding, 1988; Greaney, 1980; Guthrie & Greaney, 1991; Taylor, Frye, & Maruyama, 1990). Research also shows that students who read independently become better readers, score higher on achievement tests in all subject areas, and have greater content knowledge than those who do not (Krashen, 1993; Cunningham & Stanovich, 1991; Stanovich & Cunningham, 1993).

NEARPOD- Moderate Evidence Evidence Based Research

The research to support NEARPOD comes in the form of case studies. Three of the 12 are attached below.

Case Study- Since the beginning of the 2014 - 2015 school year, over 1.5M students from around the world have used Nearpod & Common Sense Education's K-12 Digital Citizenship curriculum to learn how to think critically and behave responsibly online. Before I used the Nearpod & Common Sense curriculum I had students sit in a circle on the floor to complete pencil and paper digital citizenship activities and few students raised their hands to add to the discussion. With Nearpod, more kids participate and more of them feel comfortable contributing to the lesson.

Case Study- A recent report by WestEd (2014) found that teachers of English Language Learners (ELL) must design their instruction to "amplify rather than simplify" concepts to offer the academic rigor necessary for students' learning (p. 11). In other words, teachers must augment their lessons so that they include multiple pathways to learning, particularly when it comes to providing plenty of verbal and nonverbal messages (11). Nearpod lessons leverage digital activities and research-based formative assessments to seamlessly connect instruction and evaluation to meet the unique learning needs of ELL students. The lessons are designed to teach rigorous Math, English Language Arts, Science, and Social Studies content through scaffolded instruction and strategies to support language acquisition. Best practice in instruction with ELL students facilitates learning through authentic engagement with interactive content and meaningful peer interactions and collaboration. Lessons within the Nearpod for ELL library balance direct instruction with experiential learning and continual practice in speaking and listening. Within a context of subject-matter learning, Nearpod lessons build on background knowledge by incorporating reference images and familiar multimedia, explicit references to key vocabulary, and metacognition and reflection.

Alvarez, L., Ananda, S., Walqui, A., Sato, E., & Rabinowitz, S. (2014). Focusing formative assessment on the needs of English language learners. San Francisco: WestEd.

Case Study- According to the Center on Response to Intervention (n.d.), progress monitoring is a practice used to determine students' academic performance, measure their degree of improvement, and assess the efficacy of instruction. It is the one method of assessment that instructors can promptly give, interpret results, and alter instruction to maintain and promote sufficient improvement of reading skills. Consequently, teachers who consistently implement progress-monitoring instruments improve student achievement and are more apt to modify instruction to meet the needs of their students (Santi & Vaughn, 2007). The purpose of this quasi-experimental study was to determine whether the Nearpod app, an interactive technology application, served as an effective method to monitor students' progress and check for understanding during instruction. The results of the study indicated that the use of the Nearpod app (student responder) improved student engagement and whole group assessment in a single lesson.

McKay, L. & Ravenna, G. (2016). Nearpod and the Impact on Progress Monitoring. Cal State TEACH at CSU Fullerton, vol. 27 (1), p. 23.

Center on Response to Intervention at American Institutes for Research. (n.d.). http://www.rti4success.org/essential-components-rti/progress-monitoring

STEMScopes- Promising Evidence Based Research

RESEARCH STUDY STEMSCOPES DISTRICTS OUTPERFORM NON-STEMSCOPES DISTRICTS FOR 3 YEARS IN A ROW TEXAS SCIENCE ASSESSMENT 5TH GRADE Published September 5, 2017

Comparing STAAR™ Passing Rates for STEMscopes and Non-STEMscopes Districts for 387,292 Students in the State of Texas OVERVIEW AND KEY FINDINGS The following report includes results comparing districts that use STEMscopes and districts that do not use STEMscopes on the science component of the 2016-2017 State of Texas Assessment of Academic Readiness (STAAR™). The state of Texas creates benchmarks for proficiency in science and identifies students as not proficient, approaching grade-level proficiency, meeting grade-level proficiency, and mastering grade-level proficiency. The percent of students in each of these categories is used to determine the district's achievement in science. The percentage of students who approach grade-level performance is used by the state as the district passing rate. The key findings of the study include:

- Using the STEMscopes curriculum increased passing rates by 2% on the 5th grade STAAR.
- Subgroups (e.g., latino students and economically disadvantaged students) make significant gains vs. counterparts not using STEMscopes on the 5th grade STAAR.
- These findings have been consistent for three consecutive schools years.

https://stemscopes.com/resources/case_studies/cs_stemscopes_tx_staar_case_study_2017_09.pdf

CASE STUDY CHARLOTTE COUNTY PUBLIC SCHOOLS PORT CHARLOTTE, FLORIDA
Published June 7, 2017

Findings from Charlotte County, Florida 2015-2016 with Charlotte County Public Schools (CCPS) and a Math-Science Partnership (MSP) grant that gave elementary school teachers STEMscopes curriculum and materials had profound impacts on teacher growth and proficiency rates in STEM-teaching domains. As part of the MSP grant, a STEM lab teacher from each elementary campus participated in a train-the-trainer model of professional development conducted by ALI. Florida Gulf Coast University evaluated the project and found teachers felt that the professional development they received by ALI improved their knowledge and skills in STEM. Additionally, student achievement in science was examined using the 5th grade results from the Florida Statewide Science Assessment. The proficiency rate increased to 57% (up 7% from 2014-2015) in the 2015-2016 school year when the grant project was conducted. "With STEMscopes, our STEM teachers now feel like experts in standards-based learning in science," said Leonard. "They have a deeper knowledge of the content and the standards as well as inquiry-based instructional strategies, which will have a long-lasting impact on their effectiveness with students."

Lucy Calkins Writing and Reading Workshop - Strong Evidence Based Research

Dr. Holly Ward, Ph.D-Anderson & Ward Consulting Services – Workshop model

Lucy Calkins - There is research evidence which suggests that volume of reading is linked to attaining higher-order literacy proficiencies (Allington, 2012; Brozo et al, 2008, Cipielewski & Stanovich, 1992). Anderson, Wilson, and Fielding (1988) researched the relationship between the amount of reading done and reading achievement. They found that the amount of time reading was the best predictor of reading achievement, including a child's growth as a reader from the second to the fifth grade. More recently, in her article, Independent Reading and School Achievement, Cullinan (2000) reviewed the research on the effects of independent reading for the purpose of informing policy makers, curriculum developers, parents, teachers, and librarians about the importance of independent reading and programs that support it. The review concludes that independent reading, defined as the reading students choose to do, supports learning and school achievement. Providing students with protected reading time is necessary in order to support their growth in reading.

Instructional Coaches-Moderate Evidence Based Research

Further, Fletcher *&* Vaughn (2009) discuss the importance of providing long-term support in order to allow educators to reflect and problem solve in collaborative groups. Teachers at Woodland Middle meet weekly with highly qualified, experienced contracted Instructional Coaches to review lesson plans, unit plan and frameworks, determine common assessments, plan for formative assessment, analyze student work, and continually monitor improvement strategies and at-risk students.

According to educational experts (Marzano, Reeves, Darling-Hammond, etc), collaborative planning by teachers is critical for rigorous, effective instruction and student learning. These Instructional Coaches split up the content areas into their areas of expertise-Language Arts/Social Studies and Math/Science. Using the recommendations by Fuchs, Mock, Morgan, and Young (2003); Marry and Klingner (2006); and the regulations of IDEA 2004, we are implementing the Collaborative Instructional Planning and Intervention framework.

Educators must have focused instructional planning with qualified Instructional Coaches on a weekly basis to evaluate the curriculum, consider how it ensures that all students have optimal learning opportunities (Haager & Klingner, 2005), and how it provides universal access so that students meet high-quality, evidence-based academic standards. Having focused collaborative instructional planning with qualified Instructional Coaches and the intervention framework can provide a highly effective and genuine process for ensuring general education curricula access to all, while addressing the needs of students who are academically at risk. Data surrounding the efficacy of this framework were evaluated over a 2-year period (Rinaldi & Stuart, in press) in an urban school. Educators who implemented the framework indicated that it was effective because they were given time to problem solve issues about the implementation of instructional interventions while having a framework to inform Instruction. Specifically, team members felt that they were highly effective in addressing individualized education program goals and in reporting academic progress to their peers in measurable ways through graphs and student work samples.

Tutoring-During School- Strong Evidence

Improving the educational outcomes for students who are at risk for academic failure is an important issue for educators and policymakers. Recently, before- and after-school tutoring programs have been identified as having the potential to turn academic failure into academic success. Two studies were conducted to determine the efficacy of an after-school tutoring program. Results of the studies showed that at-risk students and students with learning disabilities who were failing classes could earn average or better grades on quizzes and tests if they had the support of trained adult tutors.

Additionally, researchers found that tutors could teach strategies during their tutoring sessions and that students could learn the strategies while they worked on their class assignments. Finally, researchers found that some students continued to be successful after tutoring ended, indicating that they were able to use the strategy they had learned in a generative fashion.

http://journals.sagepub.com/doi/10.1177/074193250102200305

Tutoring will be provided during connections. Students needing tutoring will be identified using the tutoring rubric that includes information from Georgia Milestones, Lexile Levels, and MAP percentile scores. Data from last year help shape decisions about certified teacher effectiveness.

Data will be reviewed and tutors will be evaluated using observations and review of data during each MAP window.
https://www.evidenceforessa.org/programs/reading/elementary/intelligent-tutoring-structure-strategy-itss-elementary

Study Island- Strong Evidence Based Research

An investigation regarding the relationship between Study Island achievement and Florida's end-of-year test scores for students in grades 3 through 8 occurred in this study. Across grade levels and subjects, high correlations were found between student performance on Study Island standards mastery and the Florida Comprehensive Assessment Test in both math and ELA. These results provide quantitative evidence that Study Island content is aligned to state standards across a variety of states and settings.
The evidence presented here supports the use of Study Island both to help students prepare for high-stakes assessments and as a formative assessment tool to measure student progress toward end-of-year achievement. With Study Island, students and teachers can be prepared for increased rigor and high levels of achievement.

Bernard, B.T. (2013). Student achievement and the use of the program Study Island (Unpublished doctoral dissertation). University of Minnesota, Minneapolis.

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http://www.edmentum.com/sites/edmentum.com/files/resource/media/0612-34_SI_FCAT_WP.pdf

RTI procedures and the Study Island program provide effective solutions to meet these needs. Study Island gives educators access to both a comprehensive assessment package and a flexible instructional practice system within a single program. Study Island aligns well with the widely used models of RTI, either alone or in combination, and functions efficiently in a multi-tiered service delivery system. Additionally, the versatility and customizable nature of the Study Island program can overcome many of the disadvantages associated with RTI implementation, making its use both suitable and desirable in any RTI environment.

A Foundational Research Study Connecting Response to Intervention Research to the Study Island Program. Magnolia Consulting, LLC. February 13, 2009

https://www.studyisland.com/sites/studyisland.com/files/content/research/pdfs/Study%20Island%20RTI%20Research%20Report.pdf

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Aletta M. Price, Ph.D. Executive Director, Paramount Learning- Moderate Evidence Based Research

STEAM- "Learning activities where students practice using integrated skills to solve problems allow for deeper and more meaningful student learning. (Wai et al., 2010). Kristy Meyrick's (2011) research concludes that STEM education improves students' learning. She states that STEM education "reduces performance gaps among particular ethnicities and socio-economically disadvantaged students by refining student skills. Moreover, learning activities are designed to focus on student engagement, knowledge acquisition, literacy analysis, synthesis, and critical thinking skills that will impact the depth of student learning."

Reading and Writing across the curriculum-The National Council of Teachers of English (2011) produced an article about writing across the curriculum that indicates writing across the curriculum is a key component to learning. They also suggest that students who can read with comprehension and write about a given subject learn material in more depth than those who do not

Assessments- CARLA (The Center for Advanced Research on Language Acquisition) conducted a study regarding the use of rubrics as a component of writing instruction. They found rubrics to be integral tools in improving student writing. They state, "Rubrics help teachers move away from subjective grading by allowing them and others, including students themselves, to assess work based on consistent, often agreed upon, and objective criteria. Learners receive specific feedback about their areas of strength and weakness and about how to improve their performance." (2013)

Differentiated Instruction-Solid research validates a number of practices that provide the foundation of differentiation. These practices include using effective classroom management procedures; promoting student engagement and motivation; assessing student readiness; responding to learning styles; grouping students for instruction; and teaching to the student's *zone of proximal development* (the distance between what a learner can demonstrate without

assistance and what the learner can do with assistance) (Allan & Tomlinson, 2000; Ellis & Worthington, 1994; Vygotsky, 1978).

Moreover, a growing body of research shows positive results for full implementation of differentiated instruction in mixed-ability classrooms (Rock, Gregg, Ellis, & Gable, 2008). In one three-year study, Canadian scholars researched the application and effects of differentiated instruction in K–12 classrooms in Alberta. They found that differentiated instruction consistently yielded positive results across a broad range of targeted groups. Compared with the general student population, students with mild or severe learning disabilities received more benefits from differentiated and intensive support, especially when the differentiation was delivered in small groups or with targeted instruction (McQuarrie, McRae, & Stack-Cutler, 2008).

Tieso (2005) studied 31 math teachers and 645 students and found that differentiated instruction was effective for keeping high-ability students challenged in heterogeneous classrooms. In this study, preassessments prior to a three-week unit on statistics and probability indicated that high-performing students brought greater levels of prior knowledge to the start of the unit. Those students who were taught using a differentiated curriculum that supplemented the textbook curriculum and were placed in various groups according to their performance level demonstrated significantly higher achievement on the post-test than did high-performing students who were taught using the textbook curriculum and whole-class instruction. She concluded that revising and differentiating the curriculum, along with creating purposeful flexible grouping, may significantly improve students' mathematics achievement, especially for gifted students.

Lawrence-Brown (2004) confirms that differentiated instruction can enable students with a wide range of abilities—from gifted students to those with mild or even severe disabilities—to receive an appropriate education in inclusive classrooms. Building on Vaughn, Bos, and Schumm's (2000) basic, three-level planning pyramid and Tomlinson and Kalbfleisch's (1998) work on differentiated classrooms, Lawrence-Brown explains how a teacher might address some students' individualized education plan goals by adapting the classroom curriculum to include manipulatives, visual aids, charts, audiotapes, and explicit expectations, while also offering an enriched curriculum to gifted students.

Baumgartner, Lipowski, and Rush (2003) studied a program to improve reading achievement among elementary and middle school students using differentiated instructional strategies, including flexible grouping, student choice of learning tasks, self-selected reading time, and access to a variety of texts. In all three of the classrooms in the study, the targeted students improved their decoding, phonemic, and comprehension skills. Student attitudes about reading and their own abilities also improved.

Educational Leadership (2010) http://www.ascd.org/publications/educational-leadership/feb10/vol67/num05/Differentiated-Learning.aspx

a.iii. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards through activities which may include:

a. **counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;**
b. **preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high school);**
c. **implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);**
d. **professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects;**
e. **strategies for assisting preschool children in the transition from early childhood education.**

Response:

a. Counseling services are provided to individual students for grief counseling and any other concerns. Individual counseling is an on-demand service to provide immediate intervention for students. Counselors provide monthly classroom guidance on bullying awareness, organization, college and career readiness, and other social issues as needed. Counselors also meet with small groups weekly. Students also have the opportunity to participate in a variety of connections classes such as: agriculture, engineering, art, family and consumer science, band, physical education, and chorus. Connections classes allow students to participate in project based learning using a multi-disciplinary approach. Students are also able to participate in clubs during club days and multiple after school activities such as band, academic bowl, and sports. At risk students are provided mentors in cooperation with Communities in Schools.

b. Preparation for and awareness of opportunities in careers and higher education are provided through classroom guidance, career day advanced classes, all students are enrolled in 9th grade Physical Science in 8th grade. Some 8th grade students are enrolled in 9th grade Honors Literature and Composition and Coordinate Algebra, and GCIS portfolios.

c. Student support teams attend IEP meetings and 504 meetings to discuss student progress and any needed modifications to the IEP or 504. Student support teams meet weekly to discuss student progress and SPED teachers make everyone aware of any modifications and provide needed support to implement accommodations listed.

d. Areas of strengths and weaknesses within our school have been identified through the use of Georgia Milestone data, Map data, CCRPI data, and teacher surveys. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. For example, we have set aside Title I funds so that teachers can work with a consultant on research based instructional strategies to increase writing and literacy skills. Lucy Calkins program, presented by Dr. Holly Ward, will work with ELA teachers throughout the year. More directly, we will utilize an outside educational consultant to target the area(s) identified from our Comprehensive Needs Assessment noted above. The consultant(s) information is as follows: Aletta M. Price, Ph.D., Executive Director, Paramount Learning iwww.paramountlearning.org, aprice@paramountlearning.org, 601.434.1169/ jpdmath@gmail.com, Phone:(404) 569-7394. Additionally, we will utilize instructional coaches in ELA, math, and social students to provide professional learning opportunities. Also, science teachers will participate in continuing education through STEAM conferences.

We will provide instruction by certified teachers who meet the standards established by the Hart County Charter System.
Opportunities and openings are listed on the school system website as well as Teach Georgia. Hart County Schools is and EOE (Equal Opportunity Employer).

- ➢ Opportunities for teachers to add to their certification through RESA led and PSC approved endorsement programs.
- ➢ Hart County Charter System works collaboratively with colleges to provide cohort and online opportunities for teachers to seek advanced degrees.
- ➢ System provides on-site professional learning opportunities for all teachers throughout the year.
- ➢ Hart County Middle School works with local colleges and universities by allowing student teachers and practicum students to work alongside grade-level teachers in their preparation as future educators.
- ➢ Newly hired teachers and veteran teachers new to the school are given additional training during a New Teacher Orientation as well as paired with mentors for continued support throughout the year.
- ➢ When positions become available, an interview team of highly qualified teachers and School Governance Team members assist the administrators in determining the right candidate for the open position. This practice allows teachers to serve in leadership roles and gives all stakeholders a voice in the hiring process.

e. No preschool students transition into the middle school.

- 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:* Common assessments, formative assessments, progress monitoring, and summative assessments will help determine if the needs have been met

- Weekly collaborative meetings where teachers review data from unit assessments, formative assessments, and state mandated tests. Attention will be given to the performance of targeted populations. Data will help form flexible groups and indicate who needs additional support/extended day tutoring.
- Data from assessments will be used to analyze student performance and develop instructional interventions.
- Progress monitoring data will be kept for students not making progress.
- Students who are not making progress on instructional interventions will be supported through the RTI process.

3. Schoolwide Plan Development: Sec. 1114(b)(1-5)

a. Is developed during a 1-year period, unless – the school is operating a schoolwide program on the day before the date of the enactment of ESSA, in which case such school may continue to operate such program, but shall develop amendments to existing plan during the first year of assistance after the date to reflect the provisions of this section;

b. Is developed with the involvement of parents and other members of the community to be served and individuals who carry out such plan, including teachers, principals, other school leaders, paraprofessionals, administrators, the local LEA, to the extent feasible, tribes, & tribal organizations present in the community, and if appropriate, specialized instructional support personnel, technical assistances providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the schools;

c. Remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards;

d. Is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

Response:

a. The Hart County Middle School developed the schoolwide plan. The schoolwide plan was initially developed during a one year period. This schoolwide plan was updated upon completion of the 2017-2018 school year for implementation during the 2018-19 school year.

b. We have developed our Schoolwide Plan with the involvement of the community to be served and individuals who will carry out the comprehensive schoolwide/school improvement program

plan. Those persons involved were Bryan Edwards, Chuck King, Jacqueline Brock, Jennifer Tew, Brooke Perkins, Tee King, Sandy Floyd, Kathy Wilson, Stacie Smith, Justin Corbett, Nicole Wheless, Trevor Wheeless, Mark Cooper, Sherry Ray, Angela Wolfe, Jamie Franklin, Ashley Hardy, Debbie Bentley, Shere' Wilbon, Allison Cape, Nichole Carroll, Erica Robertson, Lee Robertson, Natalie Knowles, Chad Posey Teachers and administrators met daily June 4 through June 8, 2018. The team members that were involved reviewed the Schoolwide Plan for the 2017-2018 school year and made changes to meet the needs of the 2018-2019 school year based on parent, teacher, and paraprofessional surveys, MAP Data, CCRPI scores, Georgia Milestones, and teacher, parent, and community member input. Mr. Edwards led the discussions, provided reports and data, and made the changes to the Schoolwide Plan. Jennifer Tew kept minutes throughout the meetings each day and made changes to the compacts. All participants reviewed and analyzed MAP data to identify the areas of weakness for the school so that this information could be used to plan professional development/needed resources. All staff and parents were invited to attend the planning meetings as well as give feedback throughout the school year through parent meetings, the parent involvement survey, parent event evaluations, and leadership meetings.

c. The schoolwide plan remains effective for the duration of the school's participation in Title I, Part A. The plan is revised and approved annually with periodic monitoring throughout the year to gauge the effectiveness of the plan. If revisions are necessary prior to the end of the current school year, the plan is revised and submitted to the Title I Director for district level approval.

d. The Schoolwide Plan will be available to the LEA, parents, and the public (internet, newspaper, newsletters) 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 communicating effectively in simple, parent-friendly terms. (Home-language surveys are completed for each student upon enrollment. Translated copies of information are sent when available.) We will share information related to school and parent programs, meetings, and other activities in a variety of ways, including:

- Remind 101
- Automated Phone Calls
- School Sign
- School Website
- School Facebook
- Title I flyers
- Student Agenda
- Newspaper
- Parent-Teacher Conferences (October and March) – A translator may be provided for parent conferences at least twice a year and upon request for parents with limited English proficiency. Teachers and administrators work closely with

parents with disabilities to accommodate their special needs. Transportation and support may be provided by the school Social Worker/Migrant Coordinator.

At this time Hart County Middle School does not have a significant percentage of parents whose primary language is not English. In the future if a significant percentage of parents speak a primary language other than English, the schoolwide plan will be translated into that language.

4. ESSA Requirements to include in the Schoolwide Plan:

a. Define how your interventions are evidence-based; or other effective strategies to improve student achievement. Sec 1111(d)(B)

b. Describe how the school will use and implement effective parent and family engagement strategies under Section 1116, Sec 1112(b)(7), and Sec, 1112€(3)(C) for parents of English Learners

c. If a middle school or high school, describe how the school will implement strategies to facilitate effective transitions for students from elementary to middle school and middle school to high school, and from high school to postsecondary education including, if applicable –
   i. through coordination with institutions of higher learning, employers, and other local partners; and
   ii. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interest and skills. Sec.1112(b)(10)

Response:

a**.** Evidenced based interventions are addressed in section 2.a.i of this plan.

b. We will use and implement effective parent and family engagement strategies under Section 116, Section 1112(b)(7) and Section 1112(3)(c) for parents of English Learners as follows: . .

We have developed a Parent and Family Engagement Plan included in our appendices that

- ➢ includes strategies to increase parental involvement such as family literacy services;

(1) **Annual Title 1 Meeting August 23, 2018 6:00 - 7:00 pm** - An overview of the following will be provided: School Wide Plan, Parent/Family Engagement Plan & Student/Teacher/Parent Compacts. Title 1 requirements will explained. (Transition services available upon request) **Redelivery:** August 24, 2018 7:30 to 8:00 am.

(2) **Curriculum Night August 23, 2018 6:30 - 7:00 p -** Parents will receive training from our Instructional Coaches (ELA, Math, and Social Studies) on our

instructional programs which include Lucy Calkins, STEMscopes, and IXL. Interpreters may be provided upon request. Materials will be provided in spanish as well as English. **Redelivery:** August 24, 2018 -7:30 to 8:00 am.

(3) **Literacy Night November 29, 2018 6:00 - 7:30 pm** - Parents will receive their child's MAP scores which will include lexile level. ELA Instructional Coach will provide parents with information to access books on the child's lexile level. Interpreters may be provided as requested. Materials may be provided in Spanish as well as English. **Redelivery**: November 30, 2018 7:30 - 8:00 am.

(4) **Fine Arts Expo February 21, 2019 5:30 - 7:00 pm** - Students will present research projects to parents based on Project Based Learning (PBL) in the arts. Social Studies Instructional Coach will then instruct parents on the steps involved in PBL. Interpreters may be provided upon request. Materials will be provided in spanish as well as English. **Redelivery**: February 22, 2019 - 7:30-8:00 am.

(5) **STEAM Night May 2, 2019 5:00 - 7:00** - Math Instructional Coach will take parents through a series of projects in order to help them understand and promote critical thinking strategies, problem solving skills, and oral literacy which will enable them to enhance their child's learning at home. Interpreters may be provided upon request. Materials will be provided in Spanish as well as English. **Redelivery** May 3, 2019 7:30 - 8:00 am.

We provided ALL parents with the opportunity to participate in the planning process of the comprehensive schoolwide program plan by inviting families via flyer sent home with students, the school sign, the school website, social media, and a system call out to our school families.

- Parents will receive individual student test results for all assessments. MAP scores will be sent home with students and explained during Curriculum Night in August and when picking up report cards. For state tests, individual student results are sent to the local school where the results are given to the parents in hard copy with explanation. Interpretation of test results is sent with the student scores. Whenever possible, letters explaining results are translated in the student's home language. Parent-Teacher conferences will be utilized to review and explain assessment data and student achievement. SST meetings provides opportunities for at risk-students and parents to discuss their student's achievement with teachers and other professionals. Between conferences, teachers communicate with parents on a regular basis through phone calls, emails, and student agendas.

State Assessment (Ga Milestones) will be sent home with students along with an interpretation guide and specific information about what the scores mean and how each student has improved from the previous years. Milestone scores are sent home to parents with spring report cards. Parents are notified through automatic phone dialer calls to alert parents the day before that important information is coming home. In

addition, reports are placed in student's permanent records which are accessible to parents upon request.

Common Assessments and Results of Diagnostic Screeners given to all students are provided to parents via parent teacher conferences as well as through goal setting documentation that is discussed with each student. Information about current performance and goals for the next assessment are provided.

Parents are provided information about the assessment during parent involvement activities as well.

- The Hart County Middle Schoolwide Plan is available to parents and the public in the following ways: posted on school website, copy at the LEA, copy in the media center.
- Parent compacts can be located in the Parental Involvement Notebook
- The Parent and Family Engagement Plan checklist can be located in the Parental Involvement Notebook

c. Following are our plans for assisting students in the transition between programs. We have written plans for students entering middle school and moving to high school as well as entering from private schools, home schools, or other public schools throughout the school year. These plans include a transition specialist for *students with disabilities,* a written plan for *students with disabilities* at every grade level (IEP intake meeting), information about Georgia College 411, and a special education parent mentor to assist in a smooth transition for *students with disabilities.*

A transition camp for rising 6th graders is scheduled before school starts to allow all parents and students a chance to learn rules, procedures, layout of the school, chromebook usage, etc… to ease the student's apprehensions about starting a new school before the actual first day of school arrives.

For students transitioning from HCMS to HCHS, information sessions are provided for rising 9th grade students to discuss available courses and requirements for graduation. Learning pathways, STEAM, advanced courses and electives are discussed. Students transitioning to 9th grade are taken to the high school for a tour and provided information about academic classes and career pathways. The high school guidance counselors as well as school administrators visit HCMS to schedule the rising 9th graders. Hart County Middle School counselors work with the high school to provide information and guidance sessions about high school courses.

Students enrolling during the school year from private schools, home schools, or other public schools first meet with the counselor to create a schedule and are then provided a peer guide for the first few days. Students withdrawing during the school year are provided a withdrawal form that teachers sign-off on clearance of books and any school fees (Media Specialist, Lunch or Clubs).

5. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Response:

A. Teachers are included in decisions regarding use of academic assessments through the use of Data Teams during each unit of instruction. Grade Level Departments develop unit plans that have embedded common and summative assessments. The assessments are analyzed by teachers and shared with administration. Based on assessment results, teachers and the administration provide targeted specific instruction for students who are identified as having the greatest need. This instruction takes place in the classroom, during tutorial sessions, as well as during targeted instruction when available.

Parents are made aware of the progress of students and are invited to the school to learn strategies as well as participate in tutorial sessions to gain a better understanding of the topic.

Teachers will review MAP data to discuss placement of students into Study Skills classes for remediation or acceleration. Teachers meet with administrator and discuss trends, goals, or needs after viewing Growth reports in SLDS for Georgia Milestones. Teachers also discuss assessment data during vertical planning and use the information to drive their instruction. Strategies are discussed during these meetings. Teachers form their groups from the data to provide differentiated instruction.

6.. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards 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:

A. We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Those activities are after school help offered by classroom teachers, on-going purposeful grouping and differentiation based on data from both formal and informal assessments. Specific content in Study Skills classes based on area of weakness in MAP scores as well as academic classes, math connections based on scores. Specific software programs such as Moby Max and Study Island which does have a path to link to MAP scores are also used to address both weaknesses and strengths weekly data. Tutoring will be made available to assist students who are not achieving satisfactory during connections, or after school.

The subgroups for economically disadvantaged students as well as Black students did not meet the state performance target for ELA, Math, Science, and Social Studies. We feel that this is attributed to limited background experiences and the need for more vocabulary development. We plan to build vocabulary across the content areas through research based instructional strategies and by linking MAP data to Study Island. The Study Island Program can prescribe a path to work on vocabulary development.

The Hispanic subgroup met all targets except the state performance target in ELA. The SWD subgroup met the target for ELA, but did not meet for Math, Science or Social Studies. We feel that these groups' lower performance is based on limited vocabulary development and background experiences. Study Skills rosters will be based on needs for remediation first. Study Island is linked to MAP data to address individual needs. Tutoring will be offered during connections and/or after school to provide opportunities to build vocabulary and enhance student learning.

The white subgroup did not meet the state performance targets for ELA and Science. We believe this group performed lower in these areas due to varied learning styles which will be addressed by teachers routinely utilizing differentiated instructional strategies. The Social Studies and Math instructional coaches will assist with ELA and Science instruction, model strategies and assist with implementing research-based strategies.

To further meet these subgroup deficiencies, we have developed a Strategic Tutorial Plan. The plan is detailed below: Strategic Tutorial Plan

- **Beginning and Ending Dates:** September 24,2018 - April 5, 2019
- **Assessment to determine growth:** Teacher-created assessments, Study Island, MAP scores, Milestones Scores, SLOs, & common assessments

- **Tutor Information:** TBD
- **Hourly Rate:** Retired Certified ELA/Math teachers -hourly rate $30.00 & Certified Teachers- per hourly rate for employed teacher.
- **Contract Dates:** TBD
- **Evaluation:** TKES process (paper version), 2 walkthroughs and 1 formative

7. 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

The following chart represents the integration of federal, state, and local services and programs.

Funding Source	Resources provided
FTE	Teachers, paraprofessionals, other instructional materials and supplies, software, transportation
Title I	Instructional materials and supplies, leveled reading books, quick reads, chromebooks, chromebook covers, and chromebook carts, professional development books for teachers, software (Study Island, STEMscopes, IXL, Nearpod, NewsELA), Workshop model professional development, Instructional Coaches (Social Studies/Math/ELA), Strategic Tutorial program as identified in 6 of Schoolwide Plan, Outside educational consultants to target the area(s) identified from our Comprehensive Needs Assessment: Aletta M. Price, Ph.D., Executive Director, Paramount Learning www.paramountlearning.org, aprice@paramountlearning.org, Holly Ward, PhD, Anderson and Ward Consulting Services, hollywardphd@me.com
Title II	Professional Learning Opportunities
Title III	Specifically for ELL students – instructional materials and supplies, technology, teachers, software
IDEA	Specifically for IDEA students - instructional materials and supplies, technology, teachers, software
SPLOST	Chrome Books
Carl D Perkins	N/A

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

Response: Parents will receive individual student test results for all assessments. MAP scores will be sent home with students and explained during Curriculum Night in August and when picking up report cards in January. For state tests, individual student results are sent to the local school where the results are given to the parents in hard copy with explanation. Interpretation of test results is sent with the student scores. Whenever possible, letters explaining results are translated in the student's home language. Parent-Teacher conferences will be utilized to review and explain assessment data and student achievement. SST meetings are another opportunity for parents to discuss their student's achievement with teachers and other professionals. In addition to conferences, teachers communicate with parents on a regular basis through phone calls, e-mails, and student agendas.

State Assessment (Ga Milestones) will be sent home with students along with an interpretation guide and specific information about what the scores mean and how each student has improved from the previous years. Scores are placed in progress reports or report cards to ensure that information is sent home, the school makes automatic phone dialer calls to all parents the day before and the day that reports are sent home. In addition, reports are placed in student's permanent records which are accessible to parents upon request.

Common Assessments and Results of Diagnostic Screeners given to all students are provided to parents via parent teacher conferences as well as through goal setting documentation that is discussed with each student. Information about current performance, performance related to others and goals for next assessment are provided.

Parents are provided information about the assessment during parent involvement activities as well.

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

The state of Georgia collects and disaggregates achievement and assessment data on students in Georgia through the state testing program.

Response: The state of Georgia collects and disaggregates achievement and assessment data on students in Georgia through the state testing program. Georgia Milestone reports are disaggregated by the state and returned to the school system.

Computer programs such as Study Island and IXL will be useful in collection and disaggregation of data on the achievement and assessment results of students. The purpose of this work is to create a foundational research base to support the design features and instructional elements of the Study Island program. This supporting research is presented in the following sections:

• Continuously updated content that is developed from specific state and Common Core standards
• Diagnostic, formative, and summative results,
• Assessment feedback loops
• Ongoing and distributed skill practice
• Time and support for writing practice
• Accommodations for ELL and special needs populations
• Motivational components
• College and career readiness resources for high school students
• A variety of instructional formats
• Dynamic and generative content
• Online learning
• Professional development resources for teachers
• Parental involvement

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

Response: State assessment reports such as Georgia Milestones, are disaggregated by the state and returned to the school system. The Georgia Department of Education assures the validity and reliability of these assessments. Training is provided to all teachers on the use of the State Longitudinal Data System (SLDS) to analyze provided data, guide instruction, and lesson creation.

Study Island
The purpose of this work is to create a foundational research base to support the design features and instructional elements of the Study Island program. This supporting research is presented in the following sections:
• Continuously updated content that is developed from specific state and Common Core standards
• Diagnostic, formative, and summative results
• Assessment feedback loops
• Ongoing and distributed skill practice
• Time and support for writing practice

- Accommodations for ELL and special needs populations
- Motivational components
- College and career readiness resources for high school students
- A variety of instructional formats
- Dynamic and generative content
- Online learning
- Professional development resources for teachers
- Parental involvement

11. Provisions for public reporting of disaggregated data.

Response: The College and Career Ready Performance Index (CCRPI), is a comprehensive school improvement, accountability, and communication platform for all educational stakeholders that will promote college and career readiness for all Georgia public school students. The CCRPI is available to parents and the community on the Georgia Department of Education website (www.gadoe.org). It is also included in the ESEA report which is found on the school website. This report includes trends in data and highlights programs that schools are implementing to increase student achievement. The most recent version is included with this Schoolwide Plan.

State Assessment (Ga Milestones) results will be sent home with students with an interpretation guide and specific information about what the scores mean and how each student has improved from the previous years. Scores are placed in progress reports or report cards to ensure that information is sent home, the school makes automatic phone dialer calls to all parents the day before and the day that reports are sent home. In addition, reports are placed in student's permanent records which are accessible to parents upon request.

District Assessment (MAP) will be given to all students three times a year to measure growth, project proficiency, and assess mastery of skills. This assessment will be used to inform teacher instruction as well as goal setting with each student. Goal setting will include: Information about current performance, performance related to others, and goals for the next assessment. Parents are provided information about the MAP during parent involvement activities as well.

12. Plan is subject to the school improvement provisions

Response:

This plan is subject to the provisions of the Every Student Succeeds Act of 2015.