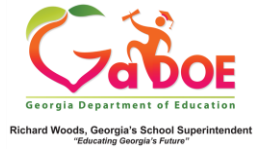


## Georgia Department of Education Title I Schoolwide/School Improvement Plan

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
<b>School Name:</b> Mary McLeod Bethune Middle School	<b>District Name:</b> DeKalb County	
<b>Principal Name:</b> Myron Broome	<b>School Year:</b> 2015 - 2016	
<b>School Mailing Address:</b> 5200 Covington Hwy Decatur, Ga 30035		
<b>Telephone:</b> 678-875-0302		
<b>District Title I Director/Coordinator Name:</b> Mrs. Andrea Fairries-Moore		
<b>District Title I Director/Coordinator Mailing Address:</b> 1701 Mountain Industrial Blvd, Stone Mountain, Ga 30083		
<b>Email Address:</b> andrea_fairries-moore@dekalbschoolsga.org		
<b>Telephone:</b> 678-676-0528		
ESEA WAIVER ACCOUNTABILITY STATUS		
(Check all boxes that apply and provide additional information if requested.)		
<b>Priority School</b> <input type="checkbox"/>	<b>Focus School</b> <input checked="" type="checkbox"/>	
<b>Title I Alert School</b> <input type="checkbox"/>		
<b>Principal's Signature:</b>		<b>Date:</b>
<b>Title I Director's Signature:</b>		<b>Date:</b>
<b>Superintendent's Signature:</b>		<b>Date:</b>
<b>Revision Date:</b>	<b>Revision Date:</b>	<b>Revision Date:</b>



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

### SWP Template Instructions

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

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

### Planning Committee Members

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Myron Broome		Principal
Monica Black		Assistant Principal of Instruction
Sonia Solomon		Assistant Principal
James Mercer		Assistant Principal
Dana Clark		Academic Coach
Takeesha Morrison		Academic Coach
Derek Reed		Data Clerk
Ayana Smith		Head Counselor
Ramona Parks		Counselor
Karen Eggins		Lead Teacher of Special Education
Talleah Smith		Professional Learning Liaison
Eden Thomas		Media Specialist
Tracey Carter		Reading Specialist
Brittany Rhea-Neely		Science Department Chair
Turkesa Madison		Math Department Chair
Yulanda Crawley		English/Language Arts Department Chair
Charles Johnson		Social Studies Department Chair
James Bing		Parent Liaison
Tiana Blackely		Parent
Ashli Charles-Davidson		Student

## 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).

A. Our schoolwide plan was developed with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were the principal, assistant principal, academic coaches, department chairs, counselors, and a parent and student representative. Individuals involved in completing our needs assessment helped collect, review, and analyze information and participated in data analysis sessions. At these meetings, information was shared and discussed to identify strengths and weaknesses and determine needs within our school. Department chairs held meetings to discuss areas of weaknesses and provided solutions to improved performance within identified areas. Participants analyzed the information and brainstormed causes for weaknesses and strategies for improvement. A pre-planning meeting was held in September 2015 for stakeholder input on the plan.

The committee will continue to be responsible for examining data frequently to determine student needs and ensure that students make adequate progress throughout the year. Our committee consists of the following individuals:

Myron Broome	Principal
Monica Black	Assistant Principal of Instruction
Sonia Solomon	Assistant Principal
James Mercer	Assistant Principal
Dana Clark	Academic Coach
Takeesha Morrison	Academic Coach
Derek Reed	Data Clerk
Ayana Smith	Head Counselor
Ramona Parks	Counselor
Karen Eggins	Lead Teacher of Special Education
Talleah Smith	Professional Learning Liaison
Eden Thomas	Media Specialist
Tracey Carter	Reading Specialist
Brittany Rhea-Neely	Science Department Chair
Turkesa Madison	Math Department Chair
Yulanda Crawley	English/Language Arts Department Chair
Charles Johnson	Social Studies Department Chair
James Bing	Parent Liaison
Tiana Blackely	Parent
Ashli Charles-Davidson	Student

B. We have used the following instruments, procedures, or processes to obtain this information:

#### **Review Sessions**

The committee reviewed the data, generated ideas, and a rough draft was completed. The draft was used to develop goals for the upcoming school year and test scores were compiled to determine which, if any, remedial programs should be offered. The draft was also used to determine if we needed to group students

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in programs designed to improve their learning in specific areas.

### **Star Reading and Star Math Universal Screener**

The Star Reading and Star Math Universal Screener are computer-adaptive assessments given to all students. Star Reading and Star Math assist with monitoring student progress and identifying areas of intervention. The Universal Screener is administered in August, January, and May.

### **CCRPI (College Career Readiness Performance Index)**

The CCRPI is designed to rate school performance according to appropriate indicators for elementary, middle, and high schools. It will measure the extent to which a school, school district, and the state are successfully making progress in a number of key areas such as content mastery, student attendance, and the next level of preparation.

### **Iowa Test of Basic Skills**

The Iowa Test of Basic Skills (ITBS) is a nationally standardized achievement test that measures and compares grade level performance of children across the United States in reading, language arts, mathematics, social studies, and science. Individual 7<sup>th</sup> grade student data is used to identify skills that are most or least developed which enable stakeholders to plan and improve instruction as well as evaluate student progress. In addition, the data from the ITBS is used as one of the pre-requisites for gifted placement.

C. We do not have migrant, neglected, nor homeless students at this time; if we do receive migrant or neglected students, they will receive services for the programs for which they qualify. The counselors contact the DeKalb County School District social worker assigned to Bethune Middle School once a child has been identified as homeless. The DeKalb County School District protocol will take place if we receive students who are migrant or neglected.

D. We reflected on current achievement data that helps the school understand subjects and skills to improve teaching and learning.

### **Universal Screener - STAR Reading 2014-2015**

	<b>6<sup>th</sup></b>	<b>7<sup>th</sup></b>	<b>8<sup>th</sup></b>
<b>Below 25<sup>th</sup></b>	68%	64%	68%
<b>25<sup>th</sup> to 49<sup>th</sup></b>	20%	22%	19%
<b>50<sup>th</sup> to 74<sup>th</sup></b>	9%	12%	12%
<b>75<sup>th</sup> and above</b>	3%	2%	1%

The data above shows a significant percent of our students scoring below the 50<sup>th</sup> percentile in Reading across all grade levels.

- 88% of our 6<sup>th</sup> grade students scored below the 50<sup>th</sup> percentile.
- 86% of our 7<sup>th</sup> grade students scored below the 50<sup>th</sup> percentile.



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- 87% of our 8<sup>th</sup> grade students scored below the 50<sup>th</sup> percentile.

### Universal Screener – STAR Math 2014-2015

	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
<b>Below 25<sup>th</sup></b>	48%	49%	55%
<b>25<sup>th</sup> to 49<sup>th</sup></b>	23%	30%	25%
<b>50<sup>th</sup> to 74<sup>th</sup></b>	24%	14%	15%
<b>75<sup>th</sup> and above</b>	5%	8%	5%

The data above shows a significant percent of our student scoring below the 50<sup>th</sup> percentile in Math across all grade levels.

- 71% of our 6<sup>th</sup> grade students scored below the 50<sup>th</sup> percentile.
- 79% of our 7<sup>th</sup> grade students scored below the 50<sup>th</sup> percentile.
- 80% of our 8<sup>th</sup> grade students scored below the 50<sup>th</sup> percentile.

### Iowa Tests of Basic Skills (ITBS)

	Year	Reading	Math	ELA	Social Studies	Science
7 <sup>th</sup> Grade only	2012-2013	26%	31%	27%	30%	31%
	2013-2014	23%	24%	24%	26%	29%
	2014-2015	25%	24%	27%	30%	34%

According to the data above, in the 2014-2015 school year there was an increase in Reading, ELA, Social Studies and Science scores from the previous school year, however, there continues to be additional room for growth in all content areas.

### CRCT

#### Reading Data Summary

Based on the 6<sup>th</sup> grade data from 2012-2014 the current 6<sup>th</sup> grade students data revealed:

- 2% increase in 2013 and 1% decrease in 2014 on the overall score in Reading.
- 10% below the state overall score for Meeting and Exceeding standards in 2014.

Based on the 7<sup>th</sup> grade data from 2012-2014 the current 7<sup>th</sup> grade students data revealed:

- 1% increase in 2013 and 2% decrease in 2014 on the overall score in Reading.
- 15% below the state overall score for Meeting and Exceeding standards in 2014.

Based on the 8<sup>th</sup> grade data from 2012-2014 the current 8<sup>th</sup> grade students data revealed:

- 1% decrease in 2013 and 2% increase in 2014 on the overall score in Reading.
- 6% below the state overall score for Meeting and Exceeding standards in 2014.



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<b>6<sup>th</sup> Grade Reading CRCT Domain Data % Meets and Exceeds Standards</b>						
	<b>Overall</b>	<b>District</b>	<b>State</b>	<b>Reading Skills and Vocabulary Acquisition</b>	<b>Information and Media Literacy</b>	<b>Literary Comprehension</b>
<b>2012</b>	<b>86%</b>	<b>92%</b>	<b>96%</b>	<b>60%</b>	<b>68%</b>	<b>66%</b>
<b>2013</b>	<b>88%</b>	<b>91%</b>	<b>96%</b>	<b>69%</b>	<b>64%</b>	<b>61%</b>
<b>2014</b>	<b>87%</b>	<b>84%</b>	<b>97%</b>	<b>71%</b>	<b>67%</b>	<b>64%</b>

<b>7<sup>th</sup> Grade Reading CRCT Domain Data % Meets and Exceeds Standards</b>						
	<b>Overall</b>	<b>District</b>	<b>State</b>	<b>Reading Skills and Vocabulary Acquisition</b>	<b>Information and Media Literacy</b>	<b>Literary Comprehension</b>
<b>2012</b>	<b>81%</b>	<b>87%</b>	<b>94%</b>	<b>57%</b>	<b>63%</b>	<b>62%</b>
<b>2013</b>	<b>82%</b>	<b>87%</b>	<b>95%</b>	<b>57%</b>	<b>66%</b>	<b>69%</b>
<b>2014</b>	<b>80%</b>	<b>87%</b>	<b>95%</b>	<b>73%</b>	<b>53%</b>	<b>61%</b>

<b>8<sup>th</sup> Grade Reading CRCT Domain Data % Meets and Exceeds Standards</b>						
	<b>Overall</b>	<b>District</b>	<b>State</b>	<b>Reading Skills and Vocabulary Acquisition</b>	<b>Information and Media Literacy</b>	<b>Literary Comprehension</b>
<b>2012</b>	<b>90%</b>	<b>91%</b>	<b>95%</b>	<b>63%</b>	<b>71%</b>	<b>71%</b>
<b>2013</b>	<b>89%</b>	<b>92%</b>	<b>97%</b>	<b>72%</b>	<b>71%</b>	<b>73%</b>
<b>2014</b>	<b>91%</b>	<b>91%</b>	<b>97%</b>	<b>80%</b>	<b>52%</b>	<b>75%</b>

### English Language Arts Data Summary

Based on the 6<sup>th</sup> grade data from 2012-2014 the current 6<sup>th</sup> grade students data revealed:

- Scores remained at 79% in 2013 and decreased by 4% in 2014 on the overall score in Language Arts.
- 17% below the state overall score for Meeting and Exceeding standards in 2014.

Based on the 7<sup>th</sup> grade data from 2012-2014 the current 7<sup>th</sup> grade students data revealed:

- 4% decrease in 2013 and 2% increase in 2014 on the overall score in Language Arts.
- 15% below the state overall score for Meeting and Exceeding standards in 2014.



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Based on the 8<sup>th</sup> grade data from 2012-2014 the current 8<sup>th</sup> grade students data revealed:

- 3% decrease in 2013 and 5% decrease in 2014 on the overall score in Language Arts.
- 13% below the state overall score for Meeting and Exceeding standards in 2014.

### 6<sup>th</sup> Grade English Language Arts CRCT Domain Data % Meets and Exceeds Standards

	Overall	District	State	Research and Writing Process	Grammar and Sentence Construction
<b>2012</b>	<b>79%</b>	<b>86%</b>	<b>92%</b>	<b>69%</b>	<b>62%</b>
<b>2013</b>	<b>79%</b>	<b>86%</b>	<b>92%</b>	<b>68%</b>	<b>59%</b>
<b>2014</b>	<b>75%</b>	<b>86%</b>	<b>92%</b>	<b>62%</b>	<b>61%</b>

### 7<sup>th</sup> Grade English Language Arts CRCT Domain Data % Meets and Exceeds Standards

	Overall	District	State	Research and Writing Process	Grammar and Sentence Construction
<b>2012</b>	<b>81%</b>	<b>85%</b>	<b>94%</b>	<b>72%</b>	<b>63%</b>
<b>2013</b>	<b>77%</b>	<b>85%</b>	<b>93%</b>	<b>70%</b>	<b>58%</b>
<b>2014</b>	<b>79%</b>	<b>86%</b>	<b>94%</b>	<b>67%</b>	<b>61%</b>

### 8<sup>th</sup> Grade English Language Arts CRCT Domain Data % Meets and Exceeds Standards

	Overall	District	State	Research and Writing Process	Grammar and Sentence Construction
<b>2012</b>	<b>84%</b>	<b>89%</b>	<b>95%</b>	<b>76%</b>	<b>62%</b>
<b>2013</b>	<b>87%</b>	<b>88%</b>	<b>94%</b>	<b>68%</b>	<b>61%</b>
<b>2014</b>	<b>82%</b>	<b>87%</b>	<b>95%</b>	<b>64%</b>	<b>58%</b>

#### Writing Data Summary

The 8<sup>th</sup> grade data from 2012-2014 revealed:

- 17% decrease in 2014 on the Bethune overall score.
- 17% below the district and 25% below the state overall score for Meeting and Exceeding standards in 2014.





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### Georgia 8<sup>th</sup> Grade Writing Test % Meets and Exceeds Standards

	District	State	Bethune
<b>2012</b>	<b>74%</b>	<b>82%</b>	<b>67%</b>
<b>2013</b>	<b>74%</b>	<b>82%</b>	<b>72%</b>
<b>2014</b>	<b>72%</b>	<b>80%</b>	<b>55%</b>

### Math Data Summary

Based on the 6<sup>th</sup> grade data from 2012-2014 the current 6<sup>th</sup> grade students data revealed:

- 1% decrease in 2013 and 7% decrease in 2014 on the overall score in Math.
- 23% below the state overall score for Meeting and Exceeding standards in 2014.

Based on the 7<sup>th</sup> grade data from 2012-2014 the current 7<sup>th</sup> grade students data revealed:

- 2% increase in 2013 and 13% decrease in 2014.
- 24% below the state for the overall score for Meeting and Exceeding standards.

Based on the 8<sup>th</sup> grade data from 2012-2014 the current 8<sup>th</sup> grade students data revealed:

- 3% increase in 2013 and 10% decrease in 2014.
- 33% below the state overall score for Meeting and Exceeding standards.

	Overall	District	State	Data Analysis and Probability	Algebra	Geometry	Numbers and Operations
<b>2012</b>	<b>56%</b>	<b>74%</b>	<b>80%</b>	<b>62%</b>	<b>64%</b>	<b>46%</b>	<b>47%</b>
<b>2013</b>	<b>55%</b>	<b>71%</b>	<b>83%</b>	<b>49%</b>	<b>53%</b>	<b>45%</b>	<b>54%</b>
<b>2014</b>	<b>61%</b>	<b>73%</b>	<b>84%</b>	<b>39%</b>	<b>55%</b>	<b>46%</b>	<b>58%</b>

### 7<sup>th</sup> Grade Math CRCT Domain Data % Meets and Exceeds Standards

	Overall	District	State	Data Analysis and Probability	Algebra	Geometry	Numbers and Operations
<b>2012</b>	<b>75%</b>	<b>82%</b>	<b>91%</b>	<b>62%</b>	<b>60%</b>	<b>63%</b>	<b>56%</b>
<b>2013</b>	<b>77%</b>	<b>78%</b>	<b>90%</b>	<b>56%</b>	<b>65%</b>	<b>60%</b>	<b>58%</b>
<b>2014</b>	<b>64%</b>	<b>74%</b>	<b>88%</b>	<b>53%</b>	<b>52%</b>	<b>45%</b>	<b>55%</b>



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### 8<sup>th</sup> Grade Math CRCT Domain Data % Meets and Exceeds Standards

	Overall	District	State	Data Analysis and Probability	Algebra	Geometry	Numbers and Operations
2012	56%	67%	77%	65%	51%	60%	56%
2013	59%	69%	83%	69%	52%	63%	58%
2014	49%	65%	82%	53%	52%	45%	55%

### Social Studies Data Summary

Based on the 6<sup>th</sup> grade data from 2012-2014 the current 6<sup>th</sup> grade students data revealed:

- 6% increase in 2013 and a 3% decrease in 2014.

Based on the 7<sup>th</sup> grade data from 2012-2014 the current 7<sup>th</sup> grade students data revealed:

- 24% increase in 2013 and 11% decrease in 2014.

Based on the 8<sup>th</sup> grade data from 2012-2014 the current 8<sup>th</sup> grade students data revealed:

- 8% increase in 2013 and 12% increase in 2014.
- 8<sup>th</sup> grade Social Studies has shown two consecutive years of growth.

### 6<sup>th</sup> Grade Social Studies CRCT Domain Data % Meets and Exceeds Standards

	Overall	District	State	Government and Civics	Economics	History	Geography
2012	44%	62%	73%	45%	52%	46%	59%
2013	50%	63%	78%	45%	51%	47%	55%
2014	47%	65%	80%	45%	50%	48%	57%

### 7<sup>th</sup> Grade Social Studies CRCT Domain Data % Meets and Exceeds Standards

	Overall	District	State	Government and Civics	Economics	History	Geography
2012	45%	61%	78%	50%	43%	59%	51%
2013	69%	69%	83%	55%	67%	57%	65%
2014	58%	68%	84%	46%	61%	53%	65%



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### 8<sup>th</sup> Grade Social Studies CRCT Domain Data % Meets and Exceeds Standards

	Overall	District	State	Government and Civics	Economics	History	Geography
2012	44%	60%	77%	59%	52%	58%	45%
2013	52%	63%	78%	60%	61%	50%	53%
2014	64%	65%	81%	54%	68%	56%	63%

### Science Data Summary

Based on the 6<sup>th</sup> grade data from 2012-2014 the current 6<sup>th</sup> grade students data revealed:

- 7% decrease in 2013 and 1% increase in 2014.

Based on the 7<sup>th</sup> grade data from 2012-2014 the current 7<sup>th</sup> grade students data revealed:

- 8% increase in 2013 and 23% decrease in 2014.

Based on the 8<sup>th</sup> grade data from 2012-2014 the current 8<sup>th</sup> grade students data revealed:

- 10% increase in 2013 and 7% increase 2014.
- 8<sup>th</sup> grade has shown growth for two consecutive years.

### 6<sup>th</sup> Grade Science CRCT Domain Data % Meets and Exceeds Standards

	Overall	District	State	Astronomy	Hydrology/Meteorology	Geology
2012	42%	60%	73%	46%	43%	49%
2013	35%	55%	74%	49%	39%	44%
2014	36%	58%	75%	44%	40%	43%

### 7<sup>th</sup> Grade Science CRCT Domain Data % Meets and Exceeds Standards

	Overall	District	State	Evolution	Interdependence of Life	Cells & Genetics
2012	60%	70%	85%	54%	55%	56%
2013	68%	71%	85%	53%	60%	56%
2014	45%	67%	84%	41%	51%	49%



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### 8<sup>th</sup> Grade Science CRCT Domain Data % Meets and Exceeds Standards

	Overall	District	State	Energy and its Transformations	Force and Motion	Structure of Matter
2012	40%	56%	74%	47%	48%	52%
2013	50%	58%	74%	49%	53%	60%
2014	57%	62%	78%	50%	56%	56%

E. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving the Georgia Standards of Excellence:

- Economically disadvantaged students who lack opportunities or exposure to outside learning opportunities.
- Students from a variety of racial and ethnic groups who have diverse cultural needs.
- Students with disabilities who have individualized educational plans to support instructional modifications, accommodations and strategies necessary to address their learning strengths and weaknesses.
- Students with limited English proficiency may require instructional modifications to effectively access the curriculum and gain understanding.

Total Enrollment	1,179
Black	91%
Hispanic	2%
Students with Disabilities	13.9%
English Speakers of Other Languages (ESOL)	3%
Economically Disadvantaged	89.5%

F. The data has helped us reach the following conclusions.

- The major strengths we found in our program were 29% of the 6th graders scored above the 50th percentile on the STAR Math test, 22% of the 7th graders scored above the 50th percentile, and 20% of the 8th graders scored above the 50th percentile.
- The major needs we discovered were math and literacy deficiencies in all grade

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levels.

- The needs we will address are all students in the core academic content which includes Students with Disabilities, English Language Learners and Economically Disadvantaged students as well as increase collaboration between school and the community.
- The needs will be addressed by increasing the use of technology in the classrooms, providing professional development for all content areas to increase rigor, administering bi-monthly common assessments in the core content areas, scheduling additional time in math class (double-dosing), implementing READ 180 for struggling readers, encouraging students to read above their Lexile levels, providing a Flexible Learning Program based on rank order, and creating extended classrooms that provide opportunities for more project-based learning in core content.

In addition, the following Title I funded personnel will help to address the academic needs of the students.

- Double Dosing 6<sup>th</sup> Grade Teacher – Double dosing teacher will reteach, reinforce, and remediate math standards.
- After School Tutors for Tutorial – After school tutorial will provide students with an opportunity for remediation and reinforcement of core content (ELA, math, science, and Social Studies).
- Parent Liaison - The Parent Liaison will support parents and provide them with resources to assist their children at home with core content.
- Class Size Reduction Teachers (1 Full-Time 8<sup>th</sup> Grade Science) will reduce class size in 8<sup>th</sup> Grade science classes. Teachers will use targeted instruction based on assessment data to group students to teach, reteach, reinforce, and remediate the standards. In addition, extended project-based learning will be used in the science classrooms.
- Title I Academic Coaches (1 Full-Time Math/SS/1 Full-Time ELA) will provide assistance to all math/SS and ELA teachers by providing professional learning on data analysis to make timely and appropriate decisions about curriculum, assessment, and instruction; providing assistance in blending math/SS and ELA content knowledge and differentiated instructional strategies; supporting with materials and strategies to address the instructional needs of the students; designing collaborative, standards-based, job-embedded professional learning on instructional strategies and pedagogy; providing professional learning on disaggregating, interpreting, and using assessment results to drive instruction in math/SS and ELA classrooms
- The root causes are inconsistent implementation of Common Core standards, lack of

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

differentiated and rigorous instruction, inconsistent use of higher order thinking instructional tasks, minimal use of common assessments to identify student's areas of deficiencies, and insufficient parental involvement in monitoring their student's progress.

G. The measurable goals/benchmarks we have established to address the needs are:

- **Reading and ELA**

The number of students in all grade levels meeting the standard will increase by 3% in the area of Reading/Language Arts as measured by the 2016 Georgia Milestones Assessments. Students will be assessed using common assessments every four to six weeks to determine mastery of content and for remediation as needed. Student grades will be issued every 4.5 weeks for further assessment of student growth. Another area of focus is increasing individual student's reading proficiency.

- **Mathematics**

The number of students in all grade levels meeting the standards will increase by 3% in the area of Mathematics as measured by the 2016 Georgia Milestones Assessments. Students will be assessed using common assessments every six weeks to determine mastery of content and for remediation when necessary. We will also focus on mental math through Math and Number Talks.

- **Science**

The number of students in all grade levels meeting the standards will increase by 5% in the area of Science as measured by the 2016 Georgia Milestones Assessments. Students will be assessed using common assessments every six weeks to determine mastery of content and for remediation when necessary. Student grades will be issued every 4.5 weeks for further assessment of student growth. Earth Science will also be a primary focus.

- **Social Studies**

The number of students in all grade levels meeting the standards will increase by 5% in the area of Social Studies as measured by the 2016 Georgia Milestones Assessments. Students will be assessed using common assessments every six weeks to determine mastery of content and for remediation when necessary. Student grades will be issued every 4.5 weeks for further assessment of student growth. Increasing student's map skills will also be an area of focus.

2. Schoolwide reform strategies that:

- 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).

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2.	Schoolwide reform strategies that:
	<ul style="list-style-type: none"> <li>• 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).</li> </ul>
	<p>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:</p> <ul style="list-style-type: none"> <li>• Three-part lesson (opening "mini-lesson," work period, and closing) as an instructional framework for all lessons.</li> <li>• Marzano's High Yield Strategies</li> <li>• Depth of Knowledge</li> <li>• Differentiated Instruction</li> <li>• Use of Technology</li> <li>• After School Tutorial</li> <li>• Use of Explore Learning – Gizmos in Science and Math classes</li> </ul> <p>In addition to the identified strategies, the following will be implemented as funding allows.</p> <p><b><u>Title I Supplemental Teachers</u></b></p> <ul style="list-style-type: none"> <li>• Reduce class size in 8<sup>th</sup> Grade science classes.</li> <li>• Double dose math content in 6<sup>th</sup> Grade classes.</li> <li>• Use targeted instruction based on assessment data to group students to teach, reteach, reinforce, and remediate the standards.</li> </ul> <p><b><u>Title I Academic Coaches</u></b></p> <ul style="list-style-type: none"> <li>• Provide professional learning on data analysis to make timely and appropriate decisions about curriculum, assessment, and instruction;</li> <li>• Provide assistance in blending content knowledge and differentiated instructional strategies;</li> <li>• Support with materials and strategies to address the instructional needs of the students;</li> <li>• Design collaborative, standards-based, job-embedded professional learning on instructional strategies and pedagogy</li> <li>• Provide professional learning on disaggregating, interpreting, and using assessment results to drive instruction in classrooms.</li> </ul> <p><b><u>Title I Data Clerk</u></b></p> <ul style="list-style-type: none"> <li>• Compiles, sorts, and verifies accuracy of student data to be entered or scanned</li> <li>• Maintains an effective and efficient management system by developing structures for reporting summative and formative data</li> <li>• Disseminates core content results of academic data to appropriate personnel by generating data reports</li> <li>• Communicates with teachers to resolve questions, inconsistencies or missing data</li> <li>• Supports data team to ensure critical data reports are generated and displayed for</li> </ul>

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2.	Schoolwide reform strategies that:
	<ul style="list-style-type: none"> <li>• 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).</li> </ul>
	<p style="text-align: center;">teachers in a timely manner.</p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• Common Core State Standards training through PL Workshops (Substitutes for job embedded professional learning)</li> <li>• Stipends for data analysis of academic core content</li> <li>• Workshops/In-services</li> <li>• Have collaborative groups with the teachers for content development and analyzing student work/data facilitated by the academic coaches.</li> </ul>
	<ul style="list-style-type: none"> <li>• Use effective methods and instructional strategies that are based on scientifically based research that: <ul style="list-style-type: none"> <li>○ strengthen the core academic program in the school.</li> <li>○ 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</li> <li>○ include strategies for meeting the educational needs of historically underserved populations</li> </ul> </li> </ul>
	<p>The ways in which we will address the needs of all children in the school particularly the needs of the students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standard are: Differentiated Instruction, Thinking Maps, Standards-based Instruction, Technology, and Use of Manipulatives.</p> <p>In all core subject areas the following strategies will be utilized for students.</p> <ul style="list-style-type: none"> <li>• Differentiated Instruction <i>Tomlinson, C.A. and McTighe, J. (2006). <u>Integrating Differentiated Instruction and Understanding by Design: Connecting Content and Kids</u>. Association for Supervision and Curriculum Development. Differentiation of instruction can be supported by the research of Carol Ann Tomlinson, she states, 'there is ample evidence that students are more successful in school and find it more satisfying if they are taught in ways that are more responsive to their readiness levels, interests, and learning profiles' (ERIC Digest, Carol Ann Tomlinson, 2003-2004)</i></li> <li>• Standards-Based Instruction <i>Standards-based instruction allows teachers and students to be on the same page by specifying how teachers and students will meet their educational goals, including specific concepts, order, or instructional materials (Krueger &amp; Sutton, 2001)</i></li> <li>• Thinking Maps <i>Jenson, Eric (2004). <u>Brain Compatible Strategies</u>. Hyerle, David and Yeager, Chris (2007). <u>A</u></i></li> </ul>



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*Language for Learning: Thinking Maps Trainer's Guide. Marzano, Robert (2001). Classroom Instruction that Works. Studies show that 84% of all information that comes to the brain is visual and 36,000 visual messages per hour are registered by the eyes. Marzano emphasizes non-linguistic representation on student achievement and the research about dual coding theory in his book Classroom Instruction that Works (2001). Therefore by using Thinking Maps during direct instruction students benefit from dual coding (Hyerle, D. et al, 2007). Marzano's research findings emphasize the importance of student creating their own visuals instead of using ready-made graphics (2001).*

- **Technology**

*Accessibility features in common technology applications can help struggling students make important connections – to the content, among ideas, among their own sensory modes of learning, and between their digital competencies and the curriculum. These technologies, however, will not automatically create success straight out of the box. Educators need to strategically integrate these features into sound pedagogy to help struggling learners achieve both academic and technological success. ( Silver-Pacuilla and Fleischman, Helping Struggling Students, Educational Leadership, February 2006, Volume 63, Number 5, pp 84-85).*

- **Use of Manipulatives**

*In order for mathematics to engage students interactively and entertaining for the purpose of learning, teachers must involve students physically in hands-on experiences. Although some research states that students learned the material no matter which way it was taught; there were definite differences in student enjoyment (Rust, A Study of the Benefits of Math Manipulatives Versus Standard Curriculum in the Comprehension of Mathematics Concepts, 1999). Student enjoyment in school is directly related to their overall academic success because it has been proven that students will retain the information if it is enjoyable to them.... Using manipulative aids and devices make the classroom a more interesting and engaging place for both teachers and students. (McClung, 1998)*

We will increase the amount of learning time by:

- After School Tutorial - After school tutorial will be offered to reinforce and remediate core content in all grade levels
- Extended Project-Based Learning – The 8<sup>th</sup> Grade science classes will use project-based learning to reteach, reinforce, remediate, and enrich science standards.
- Minimal classroom interruptions (intercom, all-calls)

We will increase the quality of instruction by:

- Using Study Island online program
- Increasing instructional time on task
- Using data to differentiate the academic needs of all students

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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

Mary McLeod Bethune Middle School will continually address the needs of all children by analyzing data on a monthly and quarterly basis for instructional planning and delivery in core content. The school will also utilize the following to address how the school will determine if such needs have been met.

- Progress monitoring for all students
- 4 ½ week progress reports
- 9-week progress report card
- State Assessment results
- Student Support Team
- Attendance reports
- Behavior reports
- Student work and end products

- 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.

The needs of students will be continuously monitored through teacher made pre-tests/post-tests, observations, benchmark assessments, and Student Learning Objectives (SLOs). In addition, formative assessment results such as Georgia Milestones and Middle Grades Writing Assessment will be used to determine if the core instructional needs have been met in ELA, math, science, and Social Studies. Computer software (STAR Reading, STAR Math, Study Island) used for remediation and reinforcement of standards will provide data to assist with student growth in ELA, math, science, and Social Studies.

### 3. Instruction by highly qualified professional staff

All Bethune Middle School teachers are highly qualified with most having more than 10 years of experience and an advanced degree beyond the Bachelor's level. Team building activities are planned throughout the year such as Wonderful Wednesday Fellowship, Team Spirit Monthly Activities, and Departmental Instructional Support. Teachers are encouraged to participate in professional development activities designed to enhance "best practices." Mid-year and exit interviews are conducted by the principal to discuss professional plans and goals. Teachers are provided opportunities to sponsor clubs and activities to represent the school at county level activities and are encouraged to attend professional growth activities outside of the county.

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

The Teacher Support Specialist periodically plans monthly meetings with a strategic agenda addressing new teachers' needs. Teachers and school leaders will work together to support newly highly qualified teachers by using proven instructional strategies such as peer observations, instructional coaching, department meetings, team meetings and focus walks.

**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.**

**A. We will include teachers, principals, paraprofessionals, and, if appropriate, pupil services personnel, parents, and other staff in the following professional development activities. Professional development opportunities are offered year-round through cluster meetings, staff meetings, staff development, and team collaboration. These activities are designed to address the root causes of our identified needs.**

- Data Analysis
- Marzano's High Yield Strategies
- Differentiated Instruction
- Preferred Co-Teaching Models
- Depth of Knowledge (DOK)
- Effective Three-Part Lessons
- Assessment Strategies/Uses
- Cooperative Learning
- Peer Observations

**B. We will align professional development with the State's academic content and student academic achievement standards:**

- CCGPS (Common Core Georgia Performance Standards)
- TKES/LKES (Teacher and Leader Keys)
- CCRPI (College and Career Readiness Performance Index)

During pre-planning, teachers participated in redelivery of the College and Career Readiness Performance Index. The administrators have been trained in Teacher and Leader Keys, and teachers will participate in ongoing sessions on Common Core and Teacher Keys.

**C. We will devote sufficient resources to carry out effective professional development activities that are primarily job embedded and address the root causes of academic problems:**



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

- Title I Academic Coaches (2) – onsite professional development; provide teacher instructional support
- Data Clerk (1) – provides assessment data to teachers; assists with the collection and dissemination of school data
- Parent Liaison (1) – serves as a liaison between the school and the local community, communicates and organizes parental involvement meetings and events that addresses the needs of parents and their child's academic achievement
- Substitutes – for certified teachers for job embedded professional learning in math and science
- Stipends for off contract teachers during summer for core content professional development and data analysis

D. Teachers are able to participate in the decision-making process through common subject planning and departmental meetings. The common subject planning allows teachers an opportunity to share instructional ideas to provide optimal learning experiences for students. Teachers also evaluate students' benchmark assessments and create assessments. Through their departmental meetings, teachers have an opportunity to share instructional insight on students' progress, which allows for vertical planning through the department. Teachers are also able to share instructional ideas with the department chairs and make suggestions for future meetings with administration. Teachers also participate in data analysis through ongoing Data Talks with academic coaches and the administrative team.

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

We will provide instruction by highly qualified teachers who meet the standards established by the State of Georgia. Bethune Middle School faculty positions are posted on Paperless Application Tracking System (PATS) with the support of the county's human resources department. Through the use of the county's screening process, applicants' certification, references and work history are reviewed by members of the leadership team. All potential teachers, service personnel, administrators, and paraprofessionals must hold a certificate issued by the Georgia Professional Standards Commission (GaPSC). Applicants must also hold a valid Georgia certificate in the field in which they are seeking employment. Teachers are only scheduled to teach classes in which they are highly qualified. A panel interview procedure is used for the selection of highly qualified and effective teachers. Applicants are also required to teach a sample lesson and provide writing samples as a part of the interview process.

Information regarding professional development, alternative teacher certification and certification renewal are shared with faculty and staff through email, faculty meetings and weekly agendas. New teachers are mentored by Teacher Support Specialists who are highly qualified and effective teachers.

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The Teacher Support Specialist periodically plans monthly meetings with a strategic agenda addressing new teachers' needs. Teachers and school leaders will work together to support new highly qualified teachers by using proven instructional strategies such as peer observations, instructional coaching, department meetings, team meetings and focus walks.

Team building activities are planned throughout the year such as Wonderful Wednesday Fellowship, Team Spirit Monthly Activities, and Departmental Instructional Support. Teachers are encouraged to participate in professional development activities designed to enhance "best practices." Mid-year and exit interviews are conducted by the principal to discuss professional plans and goals. Teachers are provided opportunities to sponsor clubs and activities to represent the school at county level activities and are encouraged to attend professional growth activities outside of the county.

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

A. Parents will be involved in the ongoing planning and review of the school programs and the parental involvement policy by including parents in the review of data and the Schoolwide Plan. Parents and the community will be invited to review all Title I mandates. Elements of the compact will be reviewed and presented to the stakeholders during the annual Title I meeting. Stakeholders will be invited to provide feedback at the pre-planning meeting. Parent survey results and requests will be taken into account when revising the compacts and the policy.

B. The school parental involvement policy will be updated periodically to meet the changing needs of parents and the school. The policy will be distributed to the parents. The parental involvement policy will be available to parents and the local community on the school's website and in the media center.

C. An annual meeting will be held to inform parents about the following: the school's Title I program, the parent building capacity requirements, the school parental involvement policy, the schoolwide plan, and the school-parent compact. Parents will be informed about Title I meetings by distribution of flyers, posting on the school website and the school's marquee. Teachers are also encouraged to contact parents about upcoming meetings.

September 10, 2015	Curriculum Night
October 2015	What's the Grade? How to Navigate Parent Portal
November 2015	Family N.F.L. (A family night of learning to preview test-taking strategies)
December 2015	A Grand Affair: A workshop to help grandparents with raising their grandchildren
January 2016	A Family Night of Reading
February 2016	Rising Ninth Grade Parent Meeting



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- D. Flexible meeting times and days will be considered to accommodate parents' varying work schedules. Parent workshops may be conducted on the following topics: Infinite Campus Parent Portal Support, How to Help With Homework, Test Talks, Resume Building, Technology Assistant, Building Your Child's Reading Skill and Employment Search. Additional topics may be added based on the parent survey results.
- E. Parents will be provided information about the curriculum, assessments, and performance targets used to measure student progress. Parents will have opportunities to attend meetings and make suggestions relating to the education of their child. We will offer training opportunities on the following dates: September 2015; October 2015; November 2015; December 2015; January 2016; February 2016.
- F. A school-parent compact will be developed with parents that outlines how parents, faculty, staff, and students will share the responsibility of achieving academic success. The compact will also help build and develop a partnership between home and school. School-parent compacts will be issued throughout the year.
- G. We will provide assistance to parents in understanding the Georgia Standards of Excellence which guides instruction and College and Career Performance Index that measures student's academic success. Parents will have the opportunity to learn how to monitor their child's progress, work with educators and access online resources. Postage and postage supplies will be purchased to ensure parents are informed about workshops and other Title I sponsored activities.
- H. Literacy and technology training will be provided to assist parents with improving their child's academic success. Homework Assistant, Infinite Campus Parent Portal, support group for grandparents, and resume building are informational sessions that will be provided.
- I. Training will be provided to faculty and staff on implementing and coordinating effective parent programs. Faculty and staff will also have the opportunity to participate in customer service workshops in an effort to increase the bond between home and school.
- J. We will coordinate and integrate with other community resources and programs. In an effort to reach all parents, we will utilize the Title I funded parent liaison to contact parents and to schedule Title I meetings and workshops to build parent capacity.
- K. We will ensure all mailings are user friendly by ensuring that information related to the school and parent programs reach parents in an understandable format. Alternative formats are available upon request.
- L. We will provide information and school-related reports to parents with limited English proficiency, disabilities, and parents of migratory children as required under section 1111 of the Elementary and Secondary Education Act (ESEA).

7. Plans for assisting preschool children in the transition from early childhood programs,

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<p>such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.</p>
<p>Bethune Middle School has the following transition programs.</p> <p><b>Fifth to Sixth Grade Transition</b> – Students are registered for the upcoming school year. Parents have the option to change pre-registered elections if scheduling permits.</p> <p><b>Vertical Team Planning</b> - Fifth grade and sixth grade teachers meet to discuss the sixth grade curriculum.</p> <p><b>Rising Sixth Grade Feeder School Visitation</b> – Fifth grade students visit the middle school for an in depth middle school orientation.</p> <p><b>Sixth to Seventh Grade Transition</b> – Students are registered for the upcoming school year. Parents have the option to change pre-registered elections if scheduling permits.</p> <p><b>Seventh to Eighth Grade Transition</b> - Students are registered for the upcoming school year. Parents have the option to change pre-registered elections if scheduling permits.</p> <p><b>Eighth to Ninth Grade Transition</b> – High school transition plans are created for students as they transition into high school. The plan includes diploma selection, course selections and career discussions.</p> <p><b>Towers Day</b> – Eighth Grade students visit the feeder high school to experience a typical high school day. Freshman expectations are provided by the administrative team and counselors.</p> <p><b>High School Scheduling and Vertical Team Meeting</b> – Towers High School counselors meet with eighth grade teachers on registration procedures for rising ninth graders.</p> <p><b>Rising Ninth Grade Parent Night</b> – Bethune Middle and Towers High counselors collaborate and present information pertinent to rising ninth graders such as course requirements/graduation requirements, diploma choice, and extracurricular activities offered at Towers High.</p> <p><b>Summer Bridge Program</b> – Rising freshmen attend classes during the summer to review eighth grade content as well as workshops to ensure a smooth transition into high school.</p> <p><b>Vertical Team Planning</b> – Eighth and ninth grade teachers meet to collaborate on power standards and critical skills for ninth graders.</p> <p><b>SWD Transitional Plan</b> – Students with disabilities receive transition service plans created for implementation as they transition into high school. The plan includes transitional goals and activities specific to student needs, career path, and career awareness activities.</p>

<p>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.</p>
<p>The ways that we include teachers in decisions regarding use of academic assessments are at the beginning of the year. The previous year’s results of all assessments are discussed. This information is used to set goals for the upcoming school year. Throughout the year, the Administrative Team, the Leadership team, and teachers will meet to review instructional data. The data room serves as a resource area to allow teachers to meet and discuss the needs of all students as well as develop plans to monitor safety nets to ensure the academic success for each student. Students’ needs are determined by previous and the current year’s assessment results. Focus walks, informal and formal observations, and benchmark assessments are a part of the data that is reviewed on a regular basis. Based on data, flexible/cooperative grouping, differentiated</p>

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instruction, and station teaching are used to address students' needs.

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.

We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely, and additional assistance. Those activities (especially for those students who are struggling) include identifying those students who need additional assistance. We also provide additional support through our double dosing teacher for 6<sup>th</sup> Grade Math. Benchmark assessments, chapter/unit assessments, daily teacher observations, and evaluations allow the administrative team to determine specific needs within individual core content areas. In the beginning of the school year, team teachers meet to analyze student data from the previous year. Throughout the year, other assessments are utilized (benchmark assessments, Mock Writing Assessments, Mock Georgia Milestone) to monitor students' progress. In addition, after school tutorial will be offered to reinforce and remediate core standards.

Teachers are encouraged to attend county level workshops to improve instructional strategies and student achievement. Professional development opportunities are offered year round through professional learning and team collaboration:

- Data Analysis
- Marzano's High Yield Strategies
- Thinking Maps
- Differentiated Instruction
- Preferred Co-Teaching Models
- Depth of Knowledge (DOK)
- Effective Three-Part Lessons
- Assessment Strategies/Uses
- Cooperative Learning
- Peer Observations
- Teacher Data Talk

The academic coaches provide professional learning to all core teachers during common planning and faculty meetings to help them to identify students who are experiencing difficulties in core content. Assistance is provided to teachers by modeling, providing professional learning, and collaborating with the teachers. In addition, professional development is provided annually on Response to Intervention and Student Support Teams (SST). Professional learning is also provided on IDMS to help with core content data analysis for individual students.

Teacher-parent conferences are used to inform parents about the academic progress of their student and give suggestions for instructional support. Parents may schedule parent-teacher



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conferences by calling the counseling department, and they may attend four evening parent-teacher conferences throughout the school year. This information is shared with parents through the parent-student handbook, calling post, school mailings, school marquee, and Parent Portal. Teachers are in frequent communication with students and parents about student progress. Additionally, the Title I funded parent liaison conducts workshops for parents concerning test-taking strategies and Common Core workshops.

Title I parental involvement funds will be used for postage stamps for parent communication (newsletters, invitations, flyers) and supplies (folders, envelopes, paper, toner/cartridges) for Title I meetings and Title I workshops for core content strategies for parents to help their children at home with core content.

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

FTE Funds	Instructional staff (teachers, paraprofessionals), consumable supplies, technology, expendable equipment, professional learning
Students with Disabilities Funds (IDEA)	Special ed teachers and paraprofessionals; Consumable supplies, technology, expendable equipment for special education students
SPLOST Funds	Technology; expendable equipment
Title I, Part A	Salaries/Benefits for Title I Supplemental Teachers (1 Full-Time Class Size Reduction 8 <sup>th</sup> Grade Science and 1 Full-Time Double Dosing 6 <sup>th</sup> Grade Math); salaries/benefits for supplemental personnel (2 full-time academic coaches – ELA and Math/SS; 1 full-time data clerk); 1 full-time Parent Liaison; supplemental consumable supplies (Paper, pens, markers, composition notebooks, toner, ink cartridges); supplemental professional learning (20 substitutes for math and science job embedded professional learning; stipends for core content data analysis); extra activity pay for tutors; supplemental parent supplies - paper, pens, stamps, toner, envelopes, poster paper, brochure paper - and postage for Title I parent meetings and workshops; transportation for summer tutorial program (bus driver/buses)
Title II, Part A	Professional learning
Carl D. Perkins Vocational and Applied Technology Funds	Funds for business and technology labs consumable supplies, technology, and expendable equipment
Professional Learning Funds	Professional learning Books/materials
PTSA	Student motivation strategies for academic programs - Student of the Month Breakfast
Partners in Education	Additional support for student incentive programs - Student of the Month programs

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

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Faculty members are trained to interpret scores through an in-service by the principal, assistant principal, academic coaches, and counselors. Once the training is complete, the data assessment team, which consists of teachers, counselors, academic coaches and administrators, is formed to meet with parents and students to interpret the scores. During the summer, test scores are mailed to parents along with an informational letter explaining how to interpret the scores. Several meetings are provided for parents: Curriculum Night, Level One Night, Parent Teacher Conference and Student Data Talk. Parents can also request meetings to interpret and discuss data with the teachers, administrators, academic coaches, and counselors.

Parent communication concerning students' progress is provided via progress reports, parent conferences and parent portal. Parent conferences are strategically scheduled after progress reports periodically during a semester. The data is reviewed regularly during team meetings and periodic data meetings with administration.

Teachers are required to meet with students concerning their data at the beginning of each school year.

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

The Georgia Department of Education collects, disaggregates, and provides data for state assessments. The teachers then review and interpret the data. The Information Data Management System is used to review and interpret benchmark and Student Learning Objective (SLO) core content data. Title I funds will be used for academic coaches to assist teachers with data analysis, and a data clerk will compile, sort, and verify core content data and disseminate results to core content teachers.

Test scores are mailed during the summer along with a cover letter explaining how test scores should be interpreted. We communicate with our stakeholders in a variety of methods such as: announcements, flyers, newsletters, calling post, letters, and meetings. In addition, parents can request meetings to interpret and discuss data with the teachers, administrators, academic coaches, and counselors.

Data is discussed during faculty, student and parent meetings. The data room is used to display test results so that it is readily available for staff to utilize for instructional planning.

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

The Georgia Department of Education provides disaggregation of data assessment; therefore, the disaggregation results are valid and reliable.

#### Star Reading and STAR Math

Renaissance Learning products and best classroom practices are supported by a body of evidence unrivaled among similar companies. More than 70% of the research on our products has been conducted independently or externally by university researchers, research firms, or school personnel.



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TYPE OF RESEARCH	INDEPENDENT RESEARCH		RENAISSANCE LEARNING INTERNAL RESEARCH	TOTALS
	GOVERNMENT/ UNIVERSITY/ RESEARCH FIRM	SCHOOL		
Experimental and Quasi-Experimental	63	4	5	72
Correlational and Case Studies	43	101	17	161
Product Foundation White Papers	2	n/a	22	24
Reliability and Validity Assessment Research	13	n/a	60	73
Independent Reviews	67	n/a	n/a	67
<b>TOTALS</b>	<b>188</b>	<b>105</b>	<b>104</b>	<b>397</b>

Total Independent Research Studies = 293  
Total Peer Reviewed Studies - 47

\*As of July 2013

Study designs include experimental and quasi-experimental as well as correlational, case study, and psychometric (reliability and validity) research. Many have been published in peer review journals, and thus upheld to the highest scrutiny.

#### 14. Provisions for public reporting of disaggregated data.

The principal conducts a pre-planning meeting and an Annual Title I meeting to share test results and the plan for improvement with parents and the community. Community meetings are held throughout the year, and the data is presented. Meetings are held with parents to discuss the data, which include the PTSA Meetings, Curriculum Night, and Open House. The Georgia Department of Education reports public disaggregated data on its website. DeKalb County School District publishes test data on their website.

#### 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

The plan was developed during a one-year period in the 2014-2015 school year and has been updated annually since that date.

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

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).

The plan was developed with the involvement of the community to be served and individuals who will carry out the plan including teachers, principals, other school staff, students, and parents. Those persons on the committee are as follows: Myron Broome, Principal; Monica Black, Assistant Principal of Instruction; Sonia Solomon, Assistant Principal; James Mercer, Assistant Principal; Dana Clark, Academic Coach; Takeesha Morrison, Academic Coach; Derek Reed, Data Clerk; Ayana Smith, Head Counselor; Ramona Parks, Counselor; Karen Eggins, Lead Teacher of Special Education; Talleah Smith, Professional Learning Liaison; Eden Thomas, Media Specialist; Tracey Carter, Reading Specialist; Brittany Rhea-Neely, Science Department Chair; Turkesa Madison, Math Department Chair; Yulanda Crawley, English/Language Arts Department Chair; Charles Johnson, Social Studies Department Chair; James Bing, Parent Liaison; Tiana Blackely, Parent; and Ashli Charles-Davidson, Student.

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

Parents and the public can access the Title I Schoolwide Plan via the school website. Any parent or community member may also review these documents by accessing our Title I Program notebook by request from the school principal. The principal can be contacted for additional information concerning the Schoolwide Plan.

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..

At the current time there is not a significant number of parents who speak a language other than English as their primary language. If in the future a significant number of parents speak another language, this plan will be translated into their primary language.

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

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