Georgia Department of Education
Title I School wide/School Improvement Plan

Revised July 23, 2013

School Name: Thomas County Middle School	
School Mailing Address: 4681 US Hwy 84 Bypass Thomasville, GA 31792	
LEA Name: Thomas County Schools	
LEA Title One Director/Coordinator Name: Dr. Bob Dechman	
LEA Title One Director/Coordinator Signature: Bob Dechman	**Date:** 7/26/13
LEA Title One Director/Coordinator Mailing Address: 200 North Pinetree Blvd. Thomasville, Ga. 31792	
Email Address: rdechman@rose.net	
Telephone: (229) 225-4380	
Fax: (229) 225-5012	

SWP Template Instructions

Notes:

- 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 asterisk (*) denotes 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.

Title I Schoolwide/School Improvement Plan

Planning Committee Members:

NAME	POSITION/ROLE
Dr. Kathy Keown	Principal
Dr. Scott James	Co- Principal
Jimmy Aman	Assistant Principal
Melvin Hugans	Assistant Principal
Jamie Thompson	Counselor
Patricia Barron	Counselor
Robin Cartright	L.A. Department Chairperson
William Lee	Spanish Department Chairperson
Amanda West	Social Studies Department Chairperson
Clayton Woodfin	Science Department Chairperson
Dr. Lawanda Hill	Reading Specialist
Carrie Holland	L.A. Teacher
Erin Rehberg	Media Center Specialist
Lisa Scott	Math Teacher
Annette James	Parent
Summer Dollar	Parent

SWP Components

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

Response:

- We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan.

➢ **The TCMS Leadership Team reviewed and summarized the data used for all proposed SIP initiatives.**
➢ **The TCMS Leadership Team met in a 2 day session to discuss proposals meant to increase Academic Achievement, Student Attendance, School Improvement, and School Discipline.**
➢ **Parent meeting was advertised and was held on July 17, 2013. Plan was presented and parent input and feedback was received.**

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

➢ Collaborative Inquiry
➢ Review of school wide data
➢ Small Focus Groups
➢ State Longitudinal Data System
➢ System and School Surveys

- We have taken into account the needs of migrant children by cooperating fully with district MEP staff.

- 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.

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

5th grade 2013 CRCT							
Subject	**All Students**	**Black**	**White**	**SWD**	**Econ. Disadv.**	**Male**	**Female**
Reading	93	89	97	80		92	94
E/LA	94	91	97	82		92	96
Math	90	84	94	71		88	91
Science	80	78	89	50		78	82
SS	81	71	89	51		80	81

6th grade 2013 CRCT							
Subject	**All Students**	**Black**	**White**	**SWD**	**Econ. Disadv.**	**Male**	**Female**
Reading	96	94	98	75		95	97
E/LA	92	89	95	75		90	95
Math	83	73	90	56		81	85
Science	74	59	86	43		75	73
SS	78	66	86	46		77	78

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

7th grade 2013 CRCT							
Subject	**All Students**	**Black**	**White**	**SWD**	**Econ. Disadv.**	**Male**	**Female**
Reading	95	92	97	79		93	97
E/LA	93	90	95	74		90	97
Math	90	83	95	70		88	92
Science	85	77	92	53		84	87
SS	83	74	89	51		81	84

8th grade 2013 CRCT							
Subject	**All Students**	**Black**	**White**	**SWD**	**Econ. Disadv.**	**Male**	**Female**
Reading	97	95	98	86		96	98
E/LA	94	92	96	77		92	97
Math	83	73	90	57		81	85
Science	74	61	85	37		73	75
SS	78	67	87	41		77	79

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

- 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 . . .
  - Students from Major racial and ethnic groups . . .
  - Students with disabilities . . .
  - Students with limited English proficiency . . .

➢ The data has helped us reach conclusions regarding achievement or other related data.
- **Math achievement, as measured by the CRCT did increase from the prior year.**
- **Efforts to communicate with parents were increased through the use of a text messaging system and through creation of teacher webpages**

➢ The major strengths we found in our program were . . .
- **Attendance – Numbers of Students Attending**
- **Discipline – Stable Learning Environments**
- **Parent Overview – Large Percentage of Parents felt the TCMS environment was safe and orderly**
- **Student Overview – Students indicated that teachers were providing good instruction and fair discipline.**

➢ The major needs we discovered were . . .
- **Deficits in math achievement**
- **Deficits in science achievement**
- **Deficits in social studies achievement**
- **Deficits Writing instruction for 5th and 8th Grade students**
- **School-wide deficits in Literacy in all content areas**
- **Low turnout for parent involvement activities**
- **High number of discipline referrals for bus misconduct and classroom disruption**

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

- The needs we will address are . . .
  - **Deficits in math achievement**
  - **Deficits Writing instruction for 5th and 8th Grade students**
  - **School-wide deficits in Literacy in all content areas**
  - **Low turnout for parent involvement activities**
  - **High number of discipline referrals for bus misconduct and classroom disruption**

- The specific academic needs of those students that are to be addressed in the schoolwide program plan will be. .
  - **Math Remediation**
  - **Reading Remediation**
  - **Literacy in the Content**
  - **Writing Instruction**
  - **Strengthening core instruction**
  - **Class size reductions**
  - **Improve parent involvement**
  - **Reduce achievement gaps among subgroups**

- The ROOTCAUSE/s that we discovered for each of the needs were . . .
  - **Deficits in basic mathematical competency**
  - **Deficits in reading comprehension and basic reading skills**
  - **Deficits in instructional strategies for teaching literacy**

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

- **School will improve core academic instruction of the Georgia Performance Standards to meet the following targets on Standardized Tests for 2013 - 2014:**

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

All Students

- CRCT Reading 93% to 94%
- CRCT English Language Arts 91% to 93%
- CRCT Math 80% to 85%
- CRCT Science 79% to 84%
- CRCT Social Studies 80% to 85%

Black Students

- Reading 91% to 93%
- English Language Arts 88% to 91%
- Math 70% to 80%
- Science 67% to 80%
- Social Studies 70% to 80%

SWD

- Reading 78% to 83%
- English Language Arts 74% to 80%
- Math 67% to 75%
- Science 53% to 65%
- Social Studies 59% to 70%

- **Increase student average daily attendance from 95.44% to 96.0 %**
- **School will reduce by 10% the number of referrals for class disruption from 253 in 2013 to 228 in 2014.**
- **School will reduce by 10% the number of referrals for bus misconduct from 410 in 2013 to 370 in 2014.**
- **Increase by 5% the number of parent contacts made by the Parent Involvement Coordinator from 561 to 590.**

*2. Schoolwide reform strategies that are scientifically researched based, directly tied to the comprehensive needs assessment and academic standards.
Response: **Continue professional learning core literacy, math, writing and reading to reduce deficit areas. Examples of specific topics will include RtI, Progress Monitoring, Reading in the Content Area, and core academic instructional Strategies**

2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.
A. *Response:* The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standard are . . . **Professional Learning for teachers in research-based instructional strategies for teaching literacy in all content areas; and skills-based tutoring opportunities for students with identified deficits as indicated from data from the 2013 CRCT in math, science and social studies.**

2(b). Are based upon effective means of raising student achievement.
B. *Response:* Following (or in our appendices) are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies. Ardoin, S. P., Witt, J. C., Connell, J. E., & Koenig, J. L. (2005). Application of a three-tiered response to intervention model for instructional planning, decision making, and the identification of children in need of services. Journal of Psychoeducational Assessment, 23, 362–380. Buehl, Doug. Classroom Strategies for Interactive Learning. Delaware: International Reading Association, 2000. Buehl, Doug. Developing Readers in the Content Areas. Delaware: International Reading Association, 2011. Georgia Department of Education. Parent Engagement. Downloaded July 22, 2013. http://public.doe.k12.ga.us/School-Improvement/Federal-Programs/Pages/Parent-Engagement-Program.aspx Telzrow, C. F., McNamara, K., & Hollinger, C. L. (2000). Fidelity of problem-solving implementation and relationship to student performance. School Psychology Review, 29, 443–461.

Vellutino, F. R., Scanlon, D. M., Sipay, E. R., Small, S. G., Chen, R., Pratt, A., & Denckla, M. B. (1996). Cognitive profiles of difficult-to-remediate and readily remediated poor readers: Early intervention as a vehicle for distinguishing between cognitive and experimental deficits as basic causes of specific reading disability. Journal of Educational Psychology, 88, 601–638.

2(c). Use effective instructional methods that increase the quality and amount of learning time.
C. *Response:* We will increase the amount and quality of learning time by providing school-day tutoring for reading remediation and math remediation; providing reading intervention as an exploratory class; increase the length of the school day by 10 minutes; minimize transition times; provide release time for teachers to work collaboratively on units of instruction; and provide professional learning on effective instructional strategies.

2(d). Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).
Response: All students will participate in progress monitoring and if needed students will enter the Response to Intervention process. Improvement plans will be made for students in the RtI process and support will be provided according to the improvement plan. Students will be identified for placement into RtI according to several indicators including state assessments, progress monitoring, and local assessments. Students in the RtI process who show improvement on assessments and progress monitoring can be removed from the RtI process.

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

*3. Instruction by highly qualified professional staff.

Response: Our staff was 100% highly qualified during FY13 and only highly qualified applicants were considered for hiring to fill vacancies for FY14.

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

A. Response: We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. Any teacher who is not highly qualified will receive support from the district personnel office to obtain proper credentials.

*4. Professional development for staff to enable all children in the school

Response:

A. We have included teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs. For example . . .
   - **School Improvement Planning**
   - **Summer Professional Learning for Teachers which included unit writing for implementation of the Common Core Georgia Performance Standards; Depth of Knowledge training; Literacy in the Content Areas; and advance content instruction for mathematics teachers.**

B. We have aligned professional development with the State's academic content and student academic achievement standards . . .
   - **Unit Writing Release Time**
   - **Summer Professional Development which included unit writing for implementation of the Common Core Georgia Performance Standards; Depth of Knowledge training; Literacy in the Content Areas; and advance content instruction for mathematics teachers.**
   - **School Improvement Planning**
   - **Department, Grade Level and Faculty Meetings**

*3. Instruction by highly qualified professional staff.

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

- **Unit Writing Release Time**
- **Professional leaning on teaching literacy in the content areas**
- **Professional learning on effective teaching strategies for mathematics**
- **Professional learning on Depth of Knowledge for all content areas**
- **Professional learning during grade level meetings on using data, such as state assessment results and progress monitoring results, to identify needs of individual students.**
- **Professional learning during grade level meetings on effective parent engagement**

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

- **School Improvement Planning**
- **Departmental, grade-level, and faculty meetings**

*5. Strategies to increase parental involvement.

Response:

A. We have involved parents in the planning, review, and improvement of the comprehensive schoolwide program plan by . . .Parents provided perception data via an online survey. Parents were also given the opportunity to participate in the regularly scheduled school improvement meetings. If parents were unable to attend school improvement meetings, hard copies of the school improvement plan were available and included a cover sheet for parents to provide feedback. Written suggestions and feedback were also collected at the system Parent Advisory Council meeting.

B. We have developed a parent involvement policy included in our appendices that

➢ includes strategies to increase parental involvement (such as family literacy services)

- describes how the school will provide individual student academic assessment results, including a interpretation of those results
- makes the comprehensive schoolwide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)
- compacts required – include with policy
- Parent Involvement checklist included

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

Response:

A. **Following are our plans for assisting preschool children in the transition from early childhood programs. Also included are transition plans for students entering middle school or high school and entering from private schools plus students entering our school throughout the school year.**

The leadership team at TCMS will work closely with leadership from Cross Creek Elementary School and Thomas County Central High School to provide transition activities for students. The following activities are conducted on an annual basis:

- Curriculum alignment.
- Student/Parent visits to other schools.
- Open Houses.
- School/system meetings for teachers to become familiar with the Georgia curricula covered and content taught in grades lower and higher than the middle grades.
- Review of children's classroom performances, abilities, and test results to ensure correct placement of students.
- Communication with parents in the form of printed material about the school and its programs, as well as dates, locations, and times of specific meetings with administrators, teachers, and/or the Parent Involvement Coordinator.
- Participation of eligible students in the migrant summer school program.
- Regularly scheduled interdisciplinary team meetings to discuss content transition needs of individual students.
- Regularly scheduled department meetings to discuss content transition needs.

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

Response:

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

- **School Improvement Grade Level and Department Meetings** through consistent collaborative planning. A team of teachers meet regularly to address assessment needs such as developing benchmark exams and identifying gaps in the assessment regime. These conversations are facilitated by school leaders. All brainstorming and conversations in collaborative meetings help determine how to improve the overall instructional program.
- **PreAssessment Training provided to all staff prior to standardized testing**
- **Progress monitoring process and instruments**

*8. Coordination and integration of Federal, State, and local services and programs.

Response:

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

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

Response:

Federal, state, and local funds are pooled together to meet the needs of the school. Coordination of efforts will provide for better utilization of funds from all resources, prevent fragmentation of services, and increase program effectiveness. In no case will federal fund be used to supplant.

Federal Funds

Title I

- Implement programs/strategies
- Enhance programs/strategies such as extended learning time, Accelerated Reader

Migrant

- Recruit migrant students

- Implement programs/strategies to assist migrant students and families

Title II A
- Recruitment and retention of highly qualified staff
- Professional Learning

Title II B
- Math Partnership Grant (New 2012)

Title III - Consortium
- Immigrant, ESOL

Title VIB – Rural Low Income
- Purchase materials for school improvement efforts

Title VIB - Special Education
McKinney Vento Grant for Homeless Students
CTAE Perkins

State Funds

Professional Learning
- Stipends and training for teachers
- Consultants

QBE Funds for Instruction
- 20 Days Additional Instruction Grant

K-3 Reading Grant
Miscellaneous Grants
ESPLOST
Property Taxes
Student Fund Raisers
- Fieldtrips
- Student incentive programs

Business Education Exchange (BEE)
- Student/staff incentives and recognitions
- Partnership activities
- Celebrations

Miscellaneous Local Revenue

Federal Funds	State Funds	Local Funds
Title I (including migrant)	Professional Learning	Business partnerships
Title II A & B	Miscellaneous Grants	Taxes
Title III (Consortium)	QBE Funds for Instruction	ESPLOST
Title VI B	ESOL	
Special Education		
McKinney Vento Grant		
CTAE-Perkins		

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

Response: Title I resources will be used to supplement the instructional program by assisting with salaries and benefits for class size reduction teachers. Title I resources are used to purchase additional teaching resources; purchase supplemental computer resources; fund professional learning; provide release time for teachers; and fund tutoring and remediation activities. Additionally, Title I funds will be used to pay salary and benefits for a Parent Involvement Coordinator and to fund various parent involvement initiatives.

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

Response: Yes. Coordination is detailed in the system Consolidated Application.

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

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 . . . (Especially for those students who are struggling.)
See descriptions below.

9(a). Measures to ensure that student weaknesses are identified on a timely basis.
Response: ***Response to Intervention Plan is in place.*** All students will receive progress reports midterm of each grading period and will receive a report card at the end of the grading period. Additionally, each student will be progress monitored at three times (fall, winter, and spring) during the school year using Easy CBM. Students will be identified for placement into RtI according to several indicators including state assessments, progress monitoring, and local assessments. Students in the RtI process who show improvement on assessments and progress monitoring can be removed from the RtI process.

9(b). Periodic training for teachers in the identification of weaknesses and appropriate assistance for identified weaknesses.
Response: ***Response to Intervention Plan is in place.*** Teachers will meet regularly in collaborative learning groups to discuss identification of weaknesses and appropriate interventions for identified student weaknesses. These meetings will be facilitated by an administrator. The administrator will arrange for additional resources if needed to accomplish this task.

9c). Teacher-parent conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to the student at the school or in the community.
Response: Teachers or parents may request a conference if a student weakness is identified or any time the need arises. Teachers or parents may make the request using the midterm progress report, end of grading period report card, or via telephone call. Three days of each week have been designated as days for teacher/parent conferences. The front office secretarial staff keeps the schedules for parent conferences and informs teachers of meetings. During the conference the parent and teachers will be discuss the identified weakness and what practices the school will put in place to provide the needed support to the student. Parent Conference forms will be provided to parent for note taking during the conference and on to summarize conference discussions.

10. Description of how individual student assessment results and interpretation will be provided to parents.
Response: **Progress Reports, C.R.C.T. Reports, Report Cards and Student Information Portal** All students will receive progress reports at the midterm of each grading period. Those progress reports will list the assessments that were used to determine the student's grades on the progress report. After state-mandated assessments, individual score reports will be sent home to parents. Parents also have the opportunity to use the parent portal component of the student information system.

11. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.
Response: Collection and disaggregation of student achievement and assessment data will be performed by the respective vendors for each of the state-mandated assessments. Analysis of data will be facilitated by principal or teacher leaders during grade-level or departmental faculty meetings. Analysis of state assessments will occur at the beginning of the school year. Teachers will also receive progress monitoring data in September, January and April from the district RtI coordinator. Analysis of progress monitoring data will occur in departmental faculty meetings.

12. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.
Response: Steps are taken by the Georgia Department of Education to ensure that results from each state-mandated assessment are valid and reliable. Analysis of data will be facilitated by principal or teacher leaders during grade-level or departmental faculty meetings. Analysis of state assessments will occur at the beginning of the school year. Teachers will also receive progress monitoring data in September, January and April from the district RtI coordinator. Analysis of progress monitoring data will occur in departmental faculty meetings.

13. Provisions for public reporting of disaggregated data.
Response: Disaggregated data will be available for public access through links posted on the school's web site and on the Georgia Department of Education's web site. Public reporting will also occur through Georgia's College and Career Readiness Performance Index reports.

14. Plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program.
Response: Plan for 2012-2013 was used as guidance for development of plan for 2013-2014.

15. Plan developed with the involvement of the community to be served and individuals who will carry out the plan including teachers, principals, other school staff, and pupil service personnel, parents and students (if secondary).
Response: A. Teachers, administrators, support personnel, parents and students were involved in the development of the plan. All stakeholder groups had the opportunity to provide perception data via online and paper-based surveys. Parents provided perception data via an online survey. Parents were also given the opportunity to participate in the regularly scheduled school improvement meetings. If parents were unable to attend school improvement meetings, hard copies of the school improvement plan were available and included a cover sheet for parents to provide feedback. Written suggestions and feedback were also collected at the system Parent Advisory Council meeting. Members of the leadership team also participated in a data analysis session to identify areas targeted for improvement, and in a brainstorming session to identify courses of action to address those areas.

16. Plan available to the LEA, parents, and the public.
Response: The plan will be available for public viewing via a link posted on the school and system web sites. Paper copies will also be available in the school office and district Title I office for public viewing and comment.

17. Plan translated to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.
Response: The district and school websites have the Google Translate capability for all online documents.

18. Plan is subject to the school improvement provisions of Section 1116.
Response: Yes, the School Improvement Plan is subject to section 1116 from the ESEA guidelines.

SCHOOL IMPROVEMENT PLAN

School Name:Thomas County Middle School	**District Name:Thomas County Schools**
Principal Name:Dr. Kathy Keown	**School Year: 2013-2014**

Title I Schoolwide Program ☒	**Title I Targeted Assistance** ☐	**Non-Title I School** ☐

ESEA WAIVER ACCOUNTABILITY STATUS (Based on 2012 Data)

(Check all boxes that apply and provide additional information if requested.)

Priority School (SIG) ☐	**Priority (Graduation Rate)** ☐	**Priority (Achievement)** ☐

Alert School ☐ **(Use 2012 Data)**			**Focus School** ☐ **(Use 2011 Data)**		
Subject Alert	☐	List Subject(s)	Graduation Gap	☐	List High and Low Sub-Groups with Percentages
Sub-Group Alert	☐	List Sub-Group(s)	Achievement Gap	☐	List High and Low Sub-Groups with Percentages
Graduation Alert	☐	List Sub-Group(s)			

Principal's Signature: Kathy Keown	**Date:** 7/31/13
Title I Director's Signature: Bob Deaton	**Date:** 7/31/13
Superintendent's Signature: John D. Barge	**Date:** 7/31/13

Note: Double clicking on the gray squares brings up the option to mark the squares.

SMART (Specific, Measurable, Attainable, Results-Based, and Time-Bound) GOAL/WHAT IN THE SCHOOL-LEVEL DATA SUGGEST THAT THIS SHOULD BE A GOAL?

Improve teaching and learning practices to meet the designated academic targets for all students and subgroups shown in **section 1 G.** ***(CCRPI 1-17)***

Georgia School Keys/ AEP Standards	SMART Goals	Initiatives Actions/Strategies/Interventions or Programs Identify Teacher/ Student Behaviors	Professional Learning Activity/Description	Resources Needed Materials, Training, Supplies, Travel, Stipends, Subs, etc. Specify Funding & Source	Person(s) Responsible for Accountability	Timeline for Implementation Plan should include 2-3 Years	Accountability: Monitoring of Initiatives Artifacts documenting Initiatives	Accountability: Evaluating Impact on Student Learning Data to be used to evaluate Initiatives
	Improve student achievement in content-area literacy in order to meet or exceed the designated CRCT targets for all students and subgroups Revise and Reconstruct Instructional Units for Math, Science, Social Studies, L.A. and Writing	Implement writing strategies to reinforce writing and language (convention) skills. Review Content Descriptors for Social Studies, Language Arts, Science and Math. Implement and imbed consistent Writing strategies and standards into the curriculum. Develop schedule for student writing implementation Provide leveled (by Lexile) informational texts for content-area reading classes. Provide for the use of an online essay scoring/plagiarism program such as turnitin.com Provide and utilize content-area magazines for use in reading-in-the-content-area classes. Next Generation Science Standards	Teachers will participate in grade level Literacy and planning meetings with consultant to address deficits in Writing and Literacy Science department to unpack Next Generation Science Standards. Participate in state training.	$3000 Title I Provide content-area magazines for use in reading-in-the-content-area classes $10,000 Title I Consultant fees and Substitute Teachers $5000 Title I for essay scoring/plagiarism program such as turnitin.com $10,000 SPLOST for content area texts	School-based Administration	3 years	Completed/updated Unit plans Sign-in sheets from professional learning Documentation in lesson plans of use of leveled informational texts Documentation in lesson plans of use of online scoring program Documentation in lesson plans of use of content-area magazines	Progress Monitoring State tests scores Local Assessments

	Increase and improve the technology literacy of teachers and students	Provide technology (tablets, document cameras, software/apps, etc.) for students to participate in the flipped model of instruction at home and at school. Revise curriculum for keyboarding classes to include instruction in PowerPoint, Prezi, Easybib, creation of/use of a Dropbox Account	Keyboarding and Health Teachers participate in professional learning. Provide professional learning on various technology tools (Edmodo, Prezi, Dropbox, Easybib, etc.) during Thursday grade-level meetings(Technology Thurs)	$10,000 SPLOST for electronic devices Title I Salary and benefits for Instructional Technology Specialist	Administration Instructional Technology Specialist	2 Years	Inclusion of instructional technology in unit and lesson plans Sign-in sheets from professional learning School-based administration will monitor attempts to increase and improve technology literacy	Student products
	Increase student achievement on state tests for all students and subgroups	Reward students for achieving standards on all five CRCT's (recognition in paper, donation of ice cream or other rewards from BEE Partners, etc.). Provide professional learning research-based best teaching practices such as, but not exclusively, literacy in the content areas, differentiation, and Depth of Knowledge Provide additional materials for professional library (housed in school library) and create a list of these materials for teachers. Reduce class sizes by utilizing class size reduction teachers Provide school-day, afterschool, and summer tutoring and remediation	The focus of the professional learning will focus on writing strategies. The goal is provide consultant for planning and productivity sessions with teachers. The emphasis will be placed on Unit Writing and implementation of Common Core Standards and update instructional strategies. Professional learning on Edmodo, Prezi, Dropbox, Easybib,	Title I Salary and benefits for class size reduction teachers $10,000 Title I Consultant fees and Substitute Teachers Donations from BEE partners $10,000 Title I Salary and benefits for tutoring teachers	School Administration	3 Years	Unit and Lesson Plans Formative and Summative Assessments Sign-in sheets from professional learning Attendance rosters for tutoring and remediation	Progress Monitoring State tests scores Local Assessments

SMART (Specific, Measurable, Attainable, Results-Based, and Time-Bound) GOAL/WHAT IN THE SCHOOL-LEVEL DATA SUGGEST THAT THIS SHOULD BE A GOAL?

Increase student average daily attendance from 95.44% to 96.0 %

Georgia School Keys/ AEP Standards	SMART Goals	Initiatives Actions/Strategies/Interventions or Programs Identify Teacher/ Student Behaviors	Professional Learning Activity/Description	Resources Needed Materials, Training, Supplies, Travel, Stipends, Subs, etc. Specify Funding & Source	Person(s) Responsible for Account-ability	Timeline for Implementation Plan should include 2-3 Years	Accountability	
							Monitoring of Initiatives Artifacts documenting Initiatives	Evaluating Impact on Student Learning Data to be used to evaluate Initiatives
	Decrease the number of students with 15 or more unexcused absences on a school wide basis	Identify and reward students with high achievement and attendance on a school wide basis. Follow established protocols for students with excessive absences	Parent Involvement Coordinator will share strategies and resources with teachers to encourage students with poor attendance	Title I Salary and benefits for Parent Involvement Coordinator $1000 Local Tangible rewards for students	Parent Involvement Coordinator Attendance Secretary Teachers Counselors School-based Administration	2	Student with unexcused absences attendance percentages	Student with unexcused absences attendance percentages

SMART (Specific, Measurable, Attainable, Results-Based, and Time-Bound) GOAL/WHAT IN THE SCHOOL-LEVEL DATA SUGGEST THAT THIS SHOULD BE A GOAL?

4. School will reduce by 10% the number of referrals for class disruption from 253 in 2013 to 228 in 2014.
School will reduce by 10% the number of referrals for bus misconduct from 410 in 2013 to 370 in 2014.

Georgia School Keys/ AEP Standards	SMART Goals	Initiatives Actions/Strategies/Interventions or Programs Identify Teacher/ Student Behaviors	Professional Learning Activity/Description	Resources Needed Materials, Training, Supplies, Travel, Stipends, Subs, etc. Specify Funding & Source	Person(s) Responsible for Account-ability	Timeline for Implementation Plan should include 2-3 Years	Accountability	
							Monitoring of Initiatives Artifacts documenting Initiatives	Evaluating Impact on Student Learning Data to be used to evaluate Initiatives
	Continue to maintain and safe and orderly environment and decrease the amount of students with bus referrals. Reduce the number of class misconduct referrals	Work with transportation personnel to insure strong parent communication before bus referrals are written Establish and teach classroom behavior expectations to reduce the number of referrals for class misconduct. Referrals for class misconduct were identified in the comprehensive needs assessment as the behavior with the second highest number of referrals.	None Required	Student Incentives: Patio Passes, Sporting Events Passes, Expended Recess	School-based Administrators Director of Transportation Teachers	2 years	Number of Bus Referrals Number of class misconduct Referrals	Number of Bus Referrals Number of class misconduct Referrals

SMART (Specific, Measurable, Attainable, Results-Based, and Time-Bound) GOAL/WHAT IN THE SCHOOL-LEVEL DATA SUGGEST THAT THIS SHOULD BE A GOAL?

5. Increase by 5% the number of parent contacts made by the Parent Involvement Coordinator from 561 to 590. (2013-2014 will be a baseline year)

Georgia School Keys/ AEP Standards	SMART Goals	Initiatives Actions/Strategies/Interventions or Programs Identify Teacher/ Student Behaviors	Professional Learning Activity/Description	Resources Needed Materials, Training, Supplies, Travel, Stipends, Subs, etc. Specify Funding & Source	Person(s) Responsible for Account-ability	Timeline for Implementation Plan should include 2-3 Years	Accountability	
							Monitoring of Initiatives Artifacts documenting Initiatives	Evaluating Impact on Student Learning Data to be used to evaluate Initiatives
	Support and apply teacher website use and application. Provide opportunities for parents to interact with their children, the faculty, and staff through special parental involvement activities at school. Provide programs for parents to foster a better understanding of academic requirements Provide programs for parents to foster a better understanding of social issues. Recognize exceptional parents.	Post updated class documents, study guides, school activity dates, project expectations C.R.C.T. Study Guides to the teacher websites. Offer opportunities such as Muffins for Moms, inviting parents to speak to classes about their careers Offer opportunities such as Literacy Night, Math Nights	Schedule Parent Involvement Coordinator to participate in grade level and school wide meetings.	Title I Salary and benefits for Parent Involvement Coordinator Title I Salary and benefits for Instructional Technology Specialist Title One Advertising Workshop supplies Advertising	Instructional Technology Specialist School-based Administrators Parent Involvement Coordinator Parent Involvement Coordinator	2	Sign in sheets from parent meetings Parent Involvement Coordinators log of parent contacts	Progress monitoring State test scores Local Assessments

	Emphasize the importance of Positive Parent Conferences and the impact on student performance	Parent Involvement Coordinator Will meet with teachers during planning to discuss Parent Involvement Strategies		Workshop supplies Technology Department Presenters' fees	School Administrators		Sign in sheets from professional learning activities	Progress monitoring State test scores Local Assessments
		Title I Annual Meeting will inform parents of resources available to assist students academically and ways to be involved in their student's education		Title One Program notification at beginning of year; Coupons from local restaurants; Certificates Workshop supplies				

Important Links

- **Revised 2013 School Keys Standards** - http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx
- **Title I** - http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx
- **Flexible Learning Program** - http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Flexible-Learning-Program-(FLP).aspx