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| Comprehensive Title I Schoolwide /School Improvement Plan **117** | | | | | | | |
| **School Name: Loganville Middle School** | | | | **District Name: Walton County School District** | | | |
| **Principal Name: Christy Bowman** | | | | **School Year: 2015-2016** | | | |
| **Title I Schoolwide Program X** | | | **Title I Targeted Assistance** | | | **Non-Title I School** | |
| **ESEA WAIVER ACCOUNTABILITY STATUS –** Double clicking on the gray squares brings up the option to mark the squares. **(**Check all boxes that apply and provide additional information on student achievement in the Needs Assessment narrative.) | | | | | | | |
| **Priority School (SIG)** | | | **Priority (Graduation Rate)** | | | **Priority (Achievement)** | |
| **Alert School** | | | | **Focus School** | | | |
| Subject Alert | Yes | List Subject(s) if applicable | | Graduation Gap |  | | List High and Low Sub-Groups with Percentages |
| Sub-Group Alert | Yes | List Sub-Group(s) if applicable | | Achievement Gap |  | | List High and Low Sub-Groups with Percentages |
| Graduation Alert | Yes | List Sub-Group(s) if applicable | | **Reward School** | | | Type of Rewards School: High Performing Rewards School |
| **Principal’s Signature:** | | | | | | | **Date:** |
| **Curriculum Director’s Signature:** | | | | | | | **Date:** |
| **Title I Director’s Signature:** | | | | | | | **Date:** |
| **Superintendent’s Signature:** | | | | | | | **Date:** |

**School: Loganville Middle School**

**Revision Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Planning Team Members: Including stakeholders**

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| **Participant’s Name** | **Participant’s Role** |
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**Overview of School with demographic data:**

*Response:* Loganville Middle School was built in 1968 and is located in the west side of Walton County. Our small city offers many big city conveniences while still offering a rural and relaxed attitude that is appealing to many families.

Currently, Loganville Middle School has a population of 1129 students enrolled in grades 6-8.The current minority population is 23%. Our African-American group comprises 15%, Hispanics make up 6%, Indian .006% Hawaiian .004% and Asians are 2% of the LMS population. The remaining percentages are made up of White at 73% and Multi-racial at 3%. The percentage of special education students is 9% and our current gifted population is on or about 21%.

In the last few years, Loganville Middle School continues to have students enrolling from neighboring Gwinnett County because of our location on the Walton/Gwinnett county line. The amount of low income housing has increased in our district and consequently, the free reduced lunch rate has risen steadily through the last few years.

LMS retains a very experienced and highly skilled staff of teachers. The teacher seeking certification is currently completing the Georgia Teacher Program for certification. Our teachers are life-long learners and engage in training and instruction to move forward in their profession.

At Loganville Middle School, the administration strives to find ways to involve the community in positive ways and to increase student success. The community is very involved in supporting our sports teams. In addition, we strive to involve parents in the student’s academic life so parent outreach nights are offered throughout the year including PTO, Grade level and subject area curriculum nights, Awards Programs, and Title I presentations that attempt to foster school community relations. Our administration projects an open door policy and as a result parents and community members are always welcome in the school. Moreover, we work together to promote high achievement and ensure our students’ success.

## **SWP Components**

| \*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement. |
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| *Response:*   * 1. We have developed our school wide plan with the participation of individuals who will carry out the comprehensive school wide/school improvement program plan. Parents were invited to participate in Loganville Middle School’s Title I planning process. A meeting was held on \_\_\_\_\_\_\_ to revise the 2015-2016 Title I school wide plans. Those persons involved were \_\_\_\_\_. The meeting consisted of the involved persons brainstorming for ideas that would have the greatest impact on all students. They also reviewed and assessed the following instruments, procedures, and /or processes.   2. We have used the following instruments, procedures, or processes to obtain this information . . .   LMS utilizes a variety of data to assess the performance of students and to plan for instruction to address the state academic standards and the identified needs of individual students and groups of students. Data utilized includes data obtained from standardized testing (summative assessment), benchmark assessment (formative assessment), and teacher observation/classroom assessment (formative assessment), SLO data, and data from data team meetings. Classroom assessments include pre-tests and post-tests in the areas of math and reading. Classroom assessments also include instructor assessment for Response to Intervention (Roti)/ the Pyramid of Intervention (POI) purposes. Standardized testing includes the state created standardized assessment, teacher survey, and parent survey data.   * 1. We have taken into account the needs of migrant children. These are the procedures we would follow if Migrant students are enrolled. Migrant Program services will be provided through GADOE Migrant Education Consortium Program - Abraham Baldwin Agricultural College (ABAC) through consortium support from a Migrant Specialist and a Migrant Recruiter. The Migrant Program occupational survey will be completed with the registration packet. The completed occupational survey will be sent to the Walton County Board of Education Federal Programs Director for processing. Any potential Migrant student will be reviewed by the recruiter and certified by the Migrant Consortium. Services will be coordinated with the district and school once the Certificate of Eligibility (COE) is completed. No Migrant students were certified in the LMS zone for 2014-2015.   2. We have reflected on current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. The school has performed consistently well on the CRCT. LMS received a reward in 2014-2015 for Highest Performing Title I School. Most content areas continue to achieve between the averages of 92-99%. The College and Career Ready Performance Index score for Loganville Middle School is a 86.7 out of a 100 points for the 2014-2015 school year. Loganville Middle School earned a total of 20 green flags based on the subgroups of Black, Hispanic, Multi-racial, White, and Economically Disadvantaged. A deeper look at data reveals gaps in achievement of students in certain subgroups, which drives our focus each year as we target our goals at these gap areas. Social Studies is our weakest area for the following subgroups: special education (SWD), African-American (BL), and economically disadvantaged (ED) students.   Data analysis indicate the following strengths and opportunities:    Opportunities for growth in student achievement:   * Decrease the gap in student performance in all core content areas SWD, ED, & Black. * Incorporate writing across the curriculum in all content areas. * Increase number of students’ performance in all content areas. * Integrate technology in instruction in all grade levels. * Increase parent involvement.   1. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards and the State student academic achievement standard including:      + Economically disadvantaged students: 41%      + Students from major racial and ethnic groups: 23%      + Students with disabilities: 9%      + Students with limited English proficiency: 6%      + ESOL: Only 6 students are served with no subgroup.      + Migrant: No students are identified for the 2014-2015 year.   Data is based upon CRCT as Georgia Milestones Data is not available at the time of this Title I SWP Development.   * 1. The data has helped us reach conclusions regarding achievement or other related data.      + The major strengths we found in our program included Loganville Middle School students performing above the state average in all content areas. The number of students exceeding standards improved in the majority of areas.      + The needs we will address are student core content deficiencies and knowledge of reading, language arts, mathematics, science, language arts, and social studies. * A pervasive use of informational text in reading and writing across all content area   + - The percentage of students in grades 6 - 8 achieving a Lexile measure equal to or greater than 1050.     - Effectively enhance students’ ability to communicate through writing across all content area.     - Increase the level of rigor and thinking strategies across the content areas. This will be measured through Common Formative Assessments (CFA).     - The specific academic needs of those students that are to be addressed in the school-wide program plan will be addressed through tailored remediation where need is shown of students by content strands. These strands will have been identified by performance on standardized testing.     - Improve on the percentage of students with disabilities meeting or exceeding standards in the areas of: math, science, and social studies.     - Increase the use of assessment data when determining the number of individuals meeting or exceeding standards in the areas of math, science, language arts, and social studies. Data will then be reviewed by data teams to increase academic performance. The bottom 25 % of struggling students will be specifically targeted to improve CCRPI score.   1. The measurable goals/benchmarks we have established to address the needs are: * Benchmark One: Weekly Data Team meetings will take place to effectively collaborate with grade level departments to discuss the needs of students based upon previous and on-going review of CCGPS and students weakness based upon classroom assessments. * Benchmark Two: Classroom teachers will collaborate with their Data Team to create Common Formative Assessments to monitor and measure students understanding of CCGPS. * Benchmark Three: Connection teachers will monitor and review SLO data to increase student performance. * Benchmark Four: Classroom teachers will monitor POI students and the bottom 25% of struggling students using Aims Web, USA Test Prep, Read 180, IXL Math, and Write Score data to increase student performance. |

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| \*2. School wide reform strategies that are scientifically-researched based. | |
| Response: Teachers utilize instructional strategies that have been proven to be effective. The basis of the instruction is the Learning Focused Schools (LFS) strategies which are research based and proven to be effective for high achievement in schools. A recent study at the Valdosta State University concluded, “The study supported the premise that LFS are research based and effective.” (Pate) Loganville Middle School will also incorporate the best practices of learning communities, utilization of Read 180, and differentiated instruction. Technology will be integrated to the fullest extent possible. Additional learning is provided for at-risk students during afterschool tutoring and the 21st Century Learning Community Learning Program. | |
| 2(a). School wide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia’s proficient and advanced levels of student performance. | |
| *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:    **Master Schedule:** Provides an increase in opportunity for Tier 2 students who are at risk of failing or may need support in meeting performance standards. At-risk students were previously classified as students who score below 815 on their Criterion Reference Competency Test. These students receive two fundamental academic support classes for an eight week period. The schedule provides each class with 45 minutes of bell to bell instruction that targeted key elements such as: reading(Read 180 class), mathematics( math connections), and writing.  **Common Planning Time for Teachers:** Grade level teachers were given extended time due to the master schedule to effectively collaborate, create and implement POI strategies for Tier 2 students, conduct parent conferences, and participate in extensive professional development sessions.They meet weekly in content area teams to establish and review common formative assessments and data.  **Pyramid of Intervention (POI):** Teacher observation of student performances paired with POI team conferences and the utilization of necessary accommodations drives placement to POI tiers. Placement on Tiers 2 and 3 will be as a result of the AIMS Web assessment tool. This tool will be utilized along with the determination of the POI Leadership Team. Each team has a POI leader who serves on this committee with one lead POI Coordinator in the school. They collaborate to monitor student progress.    **Connections Classes for Math, Writing, and Reading**: In an effort to increase student achievement, Loganville Middle School has connections classes for math, writing, and reading designed to provide individualized basicskills instruction to students with deficiencies and to enrich knowledge students already possess. The students enrolled in these classes are selected based on teacher, counselor or the POI system need or recommendation. Research-based strategies include building a routine of support, determining and scaffolding the essential mathematics content, pacing each lesson carefully, nurturing student interaction, making connections, encouraging mental calculations, providing practice in organizational skills, and building vocabulary instruction. Students are also provided with technology opportunities through Read 180 and IXL Math. Read 180 is a reading intervention program that utilizes scientific researched based instruction to improve reading skills such as comprehension and fluency. Read 180 is funded by Title I. IXL Math is a math intervention program that utilizes scientific research based instruction to improve math skills in calculation and comprehension. Math IXL is funded by Title I.  Other computer programs employed include Academy of Math, Academy of Reading, USA Test Prep and IXL Math to enhance skill and ability.  **Special Education (DEES):** Currently, LMS serves 9% of our students with a range of exceptionalities. The administration, teachers, and school staff plans together to make sure that each child has an Individualized Education Plan specifically designed to meet his or her needs. The students are served through an IEP program and their goals are targeted and monitored through the service plans by the case managers and teachers throughout the year. Each of our teachers is Highly Qualified and trained to serve each student they are involved with. We also target remediation for each DEES student during Warrior Tutoring Sessions offered to DEES students by special education teachers. This time period is specifically allotted for the case manager to meet with his or her students in order to target the individual needs. The teachers cover social skills training, math remediation, and reading remediation. Student progress will be tracked and monitored through a progress monitoring system, direct instruction, and research based computer programs. The teachers will track student gains and turn in a bi-monthly report used to monitor overall progress of each student.  **Georgia Alternative Assessment (GAA):** A small percentage of students (less than one percent) participate in the Georgia Alternative Assessment, or the GAA. This is an assessment of the students who are unable to participate in the CRCT testing as a means of assessment. Initial training for teachers will begin in early September for the teachers who administer the collection of the GAA. Walton County has designated participants who will attend this training and redeliver this to the Local Education Authorities, as well as the teachers of the GAA students. Once this training is complete, a planning sheet will be completed by the school and submitted. Expectation of this training will be by the end of September. The expectation of the first collection is early December. The county will also host a work session in November and February for clarification and direction before the final portfolios are submitted. | |

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| 2(b). Are based upon effective means of raising student achievement. |
| *Response:*  Listed below are the following examples of the scientifically-based research supporting our effective methods and instructional practices or strategies:  Learning Focused Schools  Professional Learning Communities  Scholastic Read 180, IXL Math  Bell to Bell Instruction  Writing Across the Curriculum  Common planning time |

| 2(c). Use effective instructional methods that increase the quality and amount of  learning time. |
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| *Response:*  We will increase the amount and quality of learning time by:  **Intersession** will be held for a week annually starting from 8am-12pm. All students will be served in the area of need in all four content areas and served by highly qualified teachers. Teachers working in this program will be paid for through Title I SWP funds. Bus transportation to these classes will be provided via SWP funding.  **LEAP:** Learning Enrichment and Academic Progress program targets students in need of academic assistance to better comprehend CCGPS, as well provide homework assistance. LEAP is currently funded by the 21st Century Community Learning Centers Program.  **Individual Tutoring**: LMS teachers provide before and after school tutoring to all students. This will be promoted through the teacher’s syllabus and website.  **Math CRCT Boot Camp:** All 6th graders are required to meet or exceed on the Math section of Georgia Milestone Test. This boot camp is completed every Tuesday from January to April. It provides intensive instruction in the area of math in preparation for the standardized testing. |

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| 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:* Loganville Middle School utilizes programs such as:  Read 180, Math Connections, Writing Connections, USA Test Prep, After school Tutoring, LEAP program, and annual Intercession. LMS will determine if needs are met by reviewing progress reports, report cards, benchmark data, CFA data, SLO data, CCRPI reports, and grade level Georgia Milestone Test data. |

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| 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 school wide 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 FY14 US ED monitoring finding for Georgia. |
| *Response:* No field trips will be provided using Title I funds. |

| \*3. Instruction by highly qualified professional staff. |
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| *Response:* Loganville Middle School has 100% Highly Qualified teachers for the 2015-2016 school years. We are proud of our teacher accomplishments as more faculty members are pursuing higher level degrees and participating in ongoing professional learning activities. We are also really excited that more teachers are acquiring gifted endorsements to be able to enrich, to differentiate, and to accelerate learning addressing all student needs. See the following chart which denotes the teacher certification data for 2014-2015:  Teacher Certification Data for 2014-2015: Total # Certified Staff: 73   |  |  |  |  | | --- | --- | --- | --- | | Bachelors: 8 | Masters: 28 | Specialist: 35 | Doctorate: 2 | |

| \*3(a). Strategies to attract highly qualified teachers to high-needs schools. |
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| *Response:*  We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. Loganville Middle School has 100% Highly Qualified Teachers for the 2014 school year.  The Walton County District provides multiple strategies to attract and retain high qualified teachers. Ongoing professional learning is provided with opportunities for Gifted, Teacher Support (TSS), Math and reading Endorsements. Recruitment of Highly Qualified staff will be done through job fairs and posting notices on WCSD website. New teachers will go through a county and school wide orientation and be assigned a school mentor for their first year. LMS assigns new teachers with a mentor. Teacher development will be evaluated by TKES. In addition, SPIN paraprofessionals will be given additional professional training via county Special Education Instructional Specialists and Illuminate sessions offered by the GA Department of Education. Title II-A provides additional stipends for teachers who are willing to work in high poverty/low-achieving schools. LMS has a teacher leader provided by Title II funds who serves as an instructional coach serving teachers in areas of need and meeting TKES requirements. |

| \*4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards. |
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| *Response:* We have included teachers, principals, paraprofessionals, and, if appropriate, pupil services personnel, parents, and other staff in the following professional development activities. These activities are designed to addresses the root causes of our identified needs. During the 2014-2015 school year, professional development for staff will be implemented through grade level training led by assistant principals, instructional coaches, Title II teachers, collaborative planning, building professional community through Data Teams, Leadership Teams, as well as instructional technology support. A primary concern this school year is developing a greater understanding of Ga LKES/ TKES evaluation system. Paraprofessionals attend DEES training bi-monthly. Also county-wide staff provides training for SPED teachers and paraprofessionals monthly.  We have aligned professional development with the State’s academic content and student academic achievement standards:  Professional learning activities that have taken place over the last few school years have included:  \*Differentiation  \*Questioning for Understanding  \*Writing Standards  \*Utilization of AIMS Web and other student data programs  \*Implementation of the RTI/POI process  \*Implementation of the Georgia Performance Standards (GPS) and  standards for Common Core State Standards (CCSS)  \*Best practices (Learning Focus Schools) Instructional Strategies  \*Technology in the Classroom  \*iPad implementation (eSmart Program) including iPad training  We have devoted sufficient resources to carry out effective professional development activities that are primarily job embedded and address the root causes of academic problems. Time Resources: LMS has set aside monthly grade level team meetings in which professional development activities will take place that address our root causes. The administrative team, with occasional help from teacher leaders, will lead instruction during these professional development activities. Instructors will use available technologies (SMARTBOARDS, documents cameras, iPads, remote clicker sets, etc.). Remote clicker sets are used to make the classroom interactive by allowing students to click response and receive immediate feedback as well for the teacher to conduct class polling of standards and questions to analyze student understanding. iPads and document cameras are utilized to project worksheets, booklets, and book pages to the SMARTBOARD for all students to see. |

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| \*5. Strategies to increase parental involvement. |
| *Response:*   * 1. We have involved parents in an organized, ongoing, and timely way in the planning, review, and improvement of school wide programs and the school parental involvement policy. On-going communication between the school and parents/guardians will take place in order to promote the participation of parents/guardians in regular, two-way, meaningful communication. Parent communication is a priority and the following are some ways that LMS ensures the goal of good communications: * School website updated weekly * Principal Call-Out monthly to all stakeholders to notify parents about upcoming events * Monthly mass emails to parents with calendar attachments * Teacher/Team emails to parents * Parent/Teacher conferences scheduled at the parents’ convenience * Annual Parent Survey results analyzed and utilized to help create the school wide plan * Advertised Quarterly School Council meetings opened to all interested parents * Parent feedback/comments from School Council meetings welcomed and utilized * Open House/Community Nights |
| The results from the LMS Parent Involvement Survey were used in creating the school’s parental involvement policy. A student, parent, teacher, and administration compact were developed with input from all stakeholders. See index for copy of parent involvement plan and LMS compact.   * 1. We will update the school parental involvement policy periodically to meet the changing needs of parents and the school and distribute it to the parents of participating children and make the parental involvement plan available to the local community by: * Using strategies to increase parental involvement (such as family literacy services) * Describing how the school will provide individual student academic assessment results, including an interpretation of those results * Making the comprehensive school-wide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters) * Distributing Parent/Teacher/Student/Administration Compacts included with PIP policy and Parent Involvement checklist   1. We will conduct an annual meeting, at a convenient time, to inform parents about the school’s Title I program, the nature of the Title I program, the parents’ requirements, and the school parental involvement policy, the school wide plan, and the school-parent compact and encourage and invite all parents of participating children to attend by: * Mass parent email * LMS parent call out * Advertising all Title I meetings and related events to the LMS marquee * LMS monthly calendar events that are distributed to parents via email * Flyers posted in front office and main entrance way of building * Posting on school website, Facebook, and Twitter      * 1. We will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, transportation, child care, or home visits, as such services relate to parental involvement by: * Mass Phone Call-Out * Mass Email * Digital Advertisement * School Website   1. We will provide parents of participating children with timely information about the Title I program, a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet. In addition, we will provide opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child, and respond to any such suggestions as soon as practicably possible, by holding the Loganville Middle School’s Annual Title I meeting to update parents and community on the school’s academic progress. In addition, parents and community are invited to attend the school’s quarterly Title I Parent Advisory Committee meetings held within the school. Parents and community stakeholders are also provided the opportunity to participate in the revision of the School wide/School Improvement Plan and Parent Involvement Plan. Parent suggestions and feedback are always welcomed through the annual Title I survey and on-going commentary post located on the LMS website.      * 1. We will jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state’s high standards by: * ~~Enter here how we create/re-design our compact.~~   1. We will provide assistance to parents in understanding the state’s academic content standards, the state’s student academic achievement standards, the state and local academic assessments including alternate assessments, the requirements of Title I, Part A. In addition, parents are informed how to monitor their child’s progress, through the Infinite Campus Gradebook, so that parents may effectively view their child’s academic progress. Loganville Middle School quarterly report cards will be provided to parents, individual teacher grade printouts are available upon parent request and/or teacher discretion, and student progress reports are electronically provided every 4th week of each quarter. Parents are invited to attend the Annual Title I Meetings, Grade Level Meetings, and participate in Student/Parent Teacher Conferences.   2. We will provide materials and training to help parents to work with their child to improve their child’s achievement, such as technology and literacy training. We will offer guest presenters and speakers who are skilled in the areas of education and technology based upon identified issues from the Loganville Middle School annual Title I survey. Loganville Middle School will continue to advertise and promote parent and community workshops provided by the Walton County School District through the county’s Title I program.   3. We will provide training to educate the staff on how to communicate and work with parents as equal partners. In addition, staff will be trained on how to implement and coordinate parent programs and build ties between parents and the school. Loganville Middle School will host an annual Parent-Teacher conference night, provide the staff with extensive workshops that focus on how to teach today’s students. Training will be provided on how to promote parent involvement for participation with the various district level workshops that promote academic achievement and behavior. We will educate parents about Common Core standards, and share in the importance of parents and educators working together.   4. We will coordinate and integrate parental involvement programs and activities with activities, such as parent resource centers that encourage and support parents in more fully participating in the education of their children, by utilizing the districts 21st Century Program.   5. We will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format. This format includes alternative formats upon request and when possible, in a language the parents can understand. We will take a novice friendly approach when presenting to parents the achievements, changes, and updates related to the academic and overall success of Loganville Middle School. When providing parents with information via email, mass call-out, newsletter, website, and/or meetings, information will be provided using parent-friendly terminology with brief, but accurate definitions for clarification. For parents of non-English speaking students, text can be provided in the native language to accommodate parents and students.   6. We will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. We provide information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request. We provide this information in a language parents understand, by offering translated documents and information in a variety of formats that would accommodate subgroups based upon their needs via email, call-out, conferences, newsletters, and/or website. Also, interpreters are provided upon request through the EL Program Director when given a two week notice. |

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| \*6. Plans for assisting children in the transition from local elementary school programs to middle school programs. |
| *Response:*  We will plan activities for including transition plans for students entering middle school or high school and for students entering from private schools including students entering our school throughout the school year:  Loganville Middle School (LMS) conducts a 6th grade orientation for rising 5th grade students and parents. The orientation discusses curriculum expectations, homework policies, discipline policies, lockers, teaming, connections, gifted programs, special education, POI, and even socialization in the middle school. Transition meetings are held for our incoming DEES students with a representative from our DEES attending the 5th grade year-end IEP meeting. A transition orientation is held during the month of May to help rising 6th graders and parents prepare for the middle school transitional process. Also, in June we will provide a one day camp to help rising 6th grade students to adjust to their new environment.  Transitioning from middle school to high school is often a stressful transition for students. While still at LMS, 8th grade students will participate in a pre-registration event sponsored and led by our cluster high school, Loganville High School. A few weeks later, LHS will host a Rising 9th Grade Parent Night.  Transition meetings are held for our outgoing DEES students with a high school DEES representative attending the 8th grade year-end IEP meeting.  The transition plan for students entering from private school includes an orientation/tour provided by the school registrar and an explanation of all necessary and required paperwork. A review of academic achievement success is also completed to approximate placement. |

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| \*7. Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program. |
| *Response:*  Teachers are included in decisions regarding use of academic assessments are as follows:  Benchmark assessments and classroom assessments are utilized on an ongoing basis to assess individual and group progress toward identified improvement goals. The effectiveness of the daily instruction schedule for each grade-level in meeting the instructional needs of the students is assessed and modified when needed throughout the  School year. Teachers’ resource needs for instructional purposes are assessed at the end of each school year and throughout the school year. Teachers participate in Data Team meetings by grade level and content area.  Common Formative Assessment (Data Teams)  Every teacher gathers data on each student they teach based upon common core strands identified by department Data Assessment Teams based upon CRCT(Also GA Milestones when it becomes available). Student and teacher growth for each identified strand is monitored and reported quarterly to follow growth. Weekly, teacher Data Teams meet and plan within their department and the Department chair to review data and problems to solve for areas of need. At this time, teachers make decisions on how to modify instruction, regroup students, and use common formative assessments to increase student achievement. Under the new TKES system, every teacher meets with their administrator to review their data to ensure and discuss continual growth. If growth is not evident, revisions are made to address areas of need. |

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| \*8. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include: |
| 8(a). Measures to ensure that student’s difficulties are identified on a timely basis. |
| *Response:* We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely, and additional assistance. Those activities are as follows:   * Loganville Middle School has coordinated and integrated various federal, state, and local services and programs to increase student success and bridge achievement gaps relevant to the school. Title I funding has played an integral part in providing supplemental services enhancing and enriching the achievement of all students during the 2014-2015 school year. * Free and Reduced Lunch Nutrition Services: A copy of the Free and Reduced-Price School Meals Family Application was provided to every student on the first day of school or on enrollment. These applications are available at any time during the school year upon request. Parents are notified by the Director of Food Services if they meet the eligibility requirements for Free or Reduced Lunch. * The Title I Targeted Assistance funding for 2014-2015 was utilized after consulting with the staff, parents, and community. On-going technical assistance was provided by the District Federal Program Director. It was determined through a needs assessments process after reviewing the student data what purchases Loganville Middle needed to support students at risk of failing core academic content areas. As Loganville Middle School implements a Title I School-Wide Program for 2015-2016, it will assess its needs and use the funds to help at risk students meet scoring requirements on the Georgia Milestones Assessments paying particular attention to closing the achievement gap of the lowest 25% in the core content areas of Reading/English Language Arts (which includes writing), Math, Science and Social Studies. * Through the instructional technology department professional learning was provided on the integration of technology across the curriculum, and utilization of all online computer programs. No Title II-D funds were provided for the 2014-2015 school year. * The IEP goals and objectives for all students who are eligible for special education services are addressed during the school day from highly-qualified special education teachers and SPIN paraprofessionals. Students who are eligible for IEP services receive services through the IEP program during the school day. * Students who have been identified as being homeless are provided support through the Walton County School District Department of Student Services with set aside funds provided by Title I and the McKinney –Vento Act Grant. The school counselor serves as a link to the system social worker for matters that pertain to student attendance and the health and safety of the students. The system social worker serves and works with the Department of Family and Children Services. * The school readily accepts student teachers, interns, apprentices, and field experiences from local colleges and universities. The school works collaboratively with the school Parent-Teacher Organization (PTO). The PTO works to provide funding to address school needs and to provide activities that allow parents and their children to take part in activities at the school. * The RTI/POI process is utilized at the school to determine appropriate intervention, modifications, and strategies to be utilized with students for the purpose of student academic success. |

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| 8(b). Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties. |
| *Response:*  All LMS teachers receive ongoing training on data analysis, pyramid of intervention procedures, researched –based instructional strategies, TKES evaluation process, and Common Formative Assessments of the Data Team spreadsheet documentation. Administrators meet regularly with teachers on their data analysis to ensure that student achievement is monitored which corresponds with the SIP. Teachers use pre/post benchmarking, Read 180, Academy/Reading, Academy/Math, IXL Math, previous CRCT data, standards for Common Core State Standards to help monitor progress of students. Teachers are allowed to keep targeted groups flexible throughout the year as students learn and improve upon skills. Some students who have made significant progress and are performing on grade-level have exited the targeted group. Teachers will participate in continual professional learning opportunities to facilitate school-wide collaboration and to address the specific needs of all students. Training will take place at monthly department meetings, teacher work days, and teacher planning. |

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| 8(c). Parent-Teacher conferences that detail what the school will do to help the student, what the parents can do to help the student and additional assistance available to the student at the school or in the community. |
| *Response:*  Loganville Middle School will hold class meeting sessions to review the Parent, Student, Principal, and Teacher Compact. The students will take the Compacts home for the parents’ commitment and signature**.** Parents will sign the Compact which empowers them to support their child’s attendance and education. The parents will encourage their child to do his/her best in school and will provide a home environment that values learning.  Parent conferences are held to discuss and monitor student progress. At parent conferences, teachers will share additional support available to students such as tutoring before and after school, and academic support. Additional support is provided by RESA Shared Services, POI Coordinator, Counselors, and Student Educational Instructional Specialists. |
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| \*9. Coordination and integration of federal, state, and local services and programs. |
| 9(a). List of state and local educational agency programs and other federal programs that will be included.  *Response:* (update with how funds will be used specifically for your school for each Federal, State or local district program. Enter any new initiatives for the upcoming fiscal year).   |  |  | | --- | --- | | **PROGRAM** | **How funds will be used** | | **Title I- Part A and Title I, Part A ARRA** | **One 7th grade Title I ELA Teacher is utilized to reduce class size and assist in addressing the academic needs of at-risk students in writing and reading.**  **Supplemental instructional supplies and supplemental technology equipment to assist with instruction.**  **Support to enhance Professional learning communities.**  **Tech support for Scholastic Read 180, USA Test Prep software, Culture Grams, Math Exemplars, and Write Score writing assessments..** | | **Title II A- Preparing, Training and Recruiting High Quality Teachers and Principals** | **Gifted Endorsement**  **New Teacher Orientation** | | **Title I, Part D of ESEA Programs for Children and Loganville who are Neglected, Delinquent, or At-Risk** | **~~Continuation of previous services. Not applicable. The Alcove, Inc. Closed in June 2014.~~** | | **TITLE III , Part A of ESEA, Language Instruction for Limited English Proficient and Immigrant Student** | **Loganville Middle School implements the innovative EL program service model.** | | **Title IV – Safe and Drug Free Schools** | **Red Ribbon Week, Bullying prevention program for students, Principal Call-Out and Letter Notification to Parents, Monthly Emergency Procedure Drills, and Discipline Assembly in Fall and Spring** | | **IDEA – Individuals with Disabilities Act** | **Services for students with Disabilities;**  **Co-Teachers, teachers; para-professionals, Parent Mentor, DEES coordinator to meet with parents regarding on-going services through special education; in addition to instructional supplies and adaptive equipment.** | | **Migrant** | **Support provided through GADOE Migrant Education Consortium Program - Abraham Baldwin Agricultural College (ABAC).** | | **21st Century Community Learning Centers Grant** | **LEAP LMS After school program** | | **School Nutrition Program** | **Free and Reduced Lunch/Breakfast** | | **Pre K- Elementary School Only** | **Not applicable for LMS.** | | **CTAE ( Middle & High School Only)** | **Provides funding for Ag Tech, Family and Consumer Science, and Computer Application Classes** | | **McKinney –Vento Act Grant** | **Support to Homeless families; educational supplies, transportation, reimbursement to parents for travel to and from school, field trip expense, school related activity fees, summer camp, back-pack buddy program, and afterschool program registration fees.** | | **Title II A Technology** | **Not applicable for LMS.** | | **Transition Program 6th, 8th – 9th, post Secondary College and Career Planning and support.** | **5th Grade Orientation during 4th quarter and Rising 6th Graders Parent Night.**  **LMS 8th graders are invited to Rising 9th Grade Parent Night at LHS.** | | **Partners in Education** | **Supports student academic recognition** | |  | **PTO supports the Student of the Quarter celebrations to recognize student academic achievement, and assists with providing teacher supplies for the classroom..** | |

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| 9(b). Description of how resources from Title I and other sources will be used. |
| *Response:* See Coordination of Services and Programs chart in section 9 (a) |

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| 9(c). Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990. |
| *Response:* Carl D. Perkins Vocational and Applied Technology Act services are coordinated with the WCSD Secretary Curriculum Director. |

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| 10. Description of how individual student assessment results and interpretation will be provided to parents. |
| *Response:*  Standardized testing data is reviewed with teachers at the start of the school year in order to drive instruction for the school year. Strengths and weaknesses are analyzed and changes are made to the scope and sequence for the school year based on this analysis. On-going classroom assessments are reviewed throughout the school year in order to determine mastery of the students on a grade level, class, and individually and is used to make instructional decision and grouping decisions. Then, student’s profiles of test results are sent home to parents. |

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| 11. Provisions for the collection and disaggregation of data on the achievement and assessment results of students. |
| *Response:*  Data is disaggregated into categories that include gender and ethnicity. Targeted subgroups identify students with disabilities (SWD), African-Americans, Asians, Hispanics, Caucasian, Multiracial, and economically disadvantaged students. This is done on the state level to ensure validity. The district Director of Testing and Data provides disaggregated testing results and ensures validity and reliability. On the local level, data is disaggregated during Data Team meetings.  Loganville Middle School performance data and individual student performance growth charts are available on the State Longitudinal Data System in our Infinite Campus system database. The College and Career Readiness Performance Index and Report Card for Loganville Middle School can also be found on the Georgia Department of Education Website. This data is reviewed and shared with faculty, staff, and parents. It is also available to all community stakeholders. |

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| 12. Provisions to ensure that disaggregated assessment results for each category are valid and reliable. |
| *Response:*  The reliability and validity of assessments is determined by WCSD Testing Director’s thorough training of testing coordination and monitoring of the fidelity process, security of testing materials, and the GA DOE accountability of Georgia Milestones Testing and Scoring assessments. On-going benchmark assessments are developed for Tier 2 and Tier 3 students utilizing the AIMS Web assessment. Utilization of the AIMS Web ensures validity and reliability of the questions utilized for on-going assessment of Tier 2 and Tier 3 students. On-going benchmark assessments are developed utilizing instruments such as the Georgia On-line Assessment System (OAS). Utilization of the OAS ensures validity and reliability of the questions utilized for on-going assessment.  CCRPI and the Georgia School Report card contain disaggregated data and are available to parents and the public at Open House. Links to the Georgia School Report Card are available on the system and school website.  The Georgia College and Career Ready Performance Index and the Georgia School Report card contain disaggregated data and are available to parents and the public at Open House. Links to both school Georgia College and Career Ready Performance Index and the Georgia School Report Card are available on the system and school website. |

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| 13. Provisions for public reporting of disaggregated data. |
| *Response:*  Disaggregated data is shared with all stakeholders through the State Report Cards, Walton County Board of Education websites, and local school websites. Data is shared with parents through the following ways:   * Individual Student Paper Reports * IEP conferences for students with disabilities * Principal Call-Outs/mass emails/marquee * Newspaper * Conference and/or Curriculum Nights * Title I annual meetings * District comprehensive LEA Implementation Plan Meetings are held with invitations sent to all stakeholders. |

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| 14. The plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers under section 1117, determines that less time is needed to develop and implement the school wide program. | |
| *Response:*  The Title I School Planning Team is made up of teachers, parents, community representatives, Title I Director, DEES county representative, Title I Parent Involvement Coordinator, and administrators. Meetings are held to develop the Title I School Wide Program/School Improvement Plan, to revise the Title I Compact, and Title I Parent Involvement Plan. The SWP committee is listed in Section 1 and the meeting agendas and sign-in sheets are in the appendix. The School Leadership Team is made up of teachers, parents, and administrators working together to develop, monitor, and provide for School Improvement each grading period. Through the process of developing the plans to address challenges that have been identified through disaggregated summative assessment data, the progress toward these plans in terms of implementation and impact on student learning are reviewed. These plans include how to address transition and professional learning as well as steps to be implemented in the classrooms. These plans, along with survey results from parents, and input from the school Title I School-wide Program Parent Advisory Committee, and the School Council form the basis of the School Improvement Plan. |

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| 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:*  All LMS parents are invited to provide input in the Title I SWP planning process. Throughout the year, parent input is sought through multiple methods: feedback encouraged via website, survey input, newsletters, documents, hand-outs given out at parent community nights, and through meetings advertised via the county newspaper, principal call-outs, website, newsletter, and school signs. Title I Advisory/Planning Committees are held quarterly. Agendas, sign-in sheets, and minutes are maintained. |

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| 16. Plan available to the LEA, parents, and the public. |
| *Response:*  The Title I School-wide Plan will be shared with parents and the public on the school website, at open house, during Title I advisory meetings, and School council meetings. A hard copy will be made available in the front office. The district will maintain a copy in the curriculum office and on the district website. Hard copies will be made available upon request. This plan will cover the 2015/2016 school term and will be reviewed, revised, and evaluated annually as required. |

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| 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:*  Copies of the SWP/SIP will be interpreted in any language as needed upon request to the BOE Curriculum & Instruction Department. The SWP/SIP is developed to cover one year and is reviewed quarterly and amended as needed to address the current needs as substantiated by data. |

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| 18. Plan is subject to the school improvement provisions of section 1116 of ESEA as amended by Georgia’s ESES Flexibility Waiver. |
| *Response:*  The SWP plan is subject to the school improvement provisions of Section 1116. The State academic assessments and other indicators are used to review annually the progress of the school to determine whether the school is making adequate yearly progress. |

**Works Cited**

Pate, James, and Nicole Gibson. "Learning Focused Schools Strategies: The Level of Implementation and Perceived Impact on Student Achievement." Valdosta State University. Web. 22 Feb. 2015. <http://www.usca.edu/essays/vol152005/pate.pdf>.