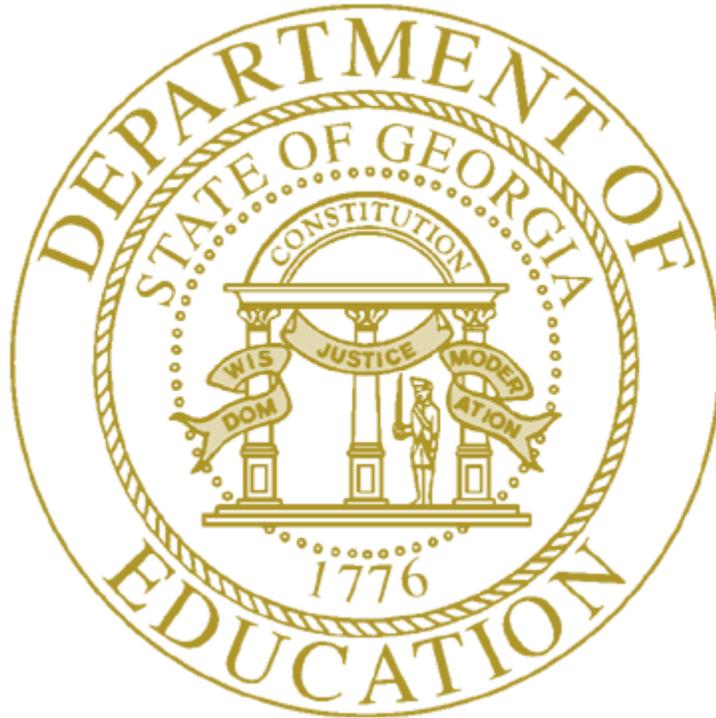


**Georgia Department of Education
Schoolwide / School Improvement Plan**



SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE	
School Name: C.A. Gray Jr. High	District Name: Colquitt County
Principal Name: Frederick T. Smith Sr.	School Year: 2015 - 2016
School Mailing Address: 812 11 th Avenue NW Moultrie, GA 31768	
Telephone: 229-890-6189	
District Title One Director/Coordinator Name: Mr. James Harrell	
District Title One Director/Coordinator Mailing Address: 710 28 th Avenue SE Moultrie, GA 31768	
Email Address: jharrell@colquitt.k12.ga.us	
Telephone: 229-890-6230	
ESEA WAIVER ACCOUNTABILITY STATUS	
(Check all boxes that apply and provide additional information if requested.)	
Priority School <input type="checkbox"/>	Focus School <input type="checkbox"/>
Title I Alert School <input type="checkbox"/>	

Subject Alert	<input type="checkbox"/>	List Subject(s)	Sub-Group Alert	<input type="checkbox"/>	List Subgroup(s)
Graduation Alert	<input type="checkbox"/>	List Subgroup(s)			
Principal's Signature:				Date:	
Title I Director's Signature:				Date:	
Superintendent's Signature:				Date:	
Revision Date:		Revision Date:		Revision Date:	

School Improvement Plan

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Appendix

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Planning Committee Members:

NAME	POSITION/ROLE
Kristyn Nelms	Department Chair 8 th Grade Math
Lori Myers	Department Chair Georgia Studies
Dr. Ann Horne	Department Chair 8 th Grade Science
Linda Ragan	Department Chair 8 th Grade Language Arts
Meg Bishop	Department Chair 9 th Grade Math
Dianna Cooper	Department Chair 9 th Grade Science
Robin Hartsfield	Department Chair World History
Melinda McCoy	Department Chair 9 th Grade Language Arts
Cathy Nobles	Guidance
Courtney Harden	Guidance
Pam Heidelberg	Guidance
Craig Pitts	Intervention Specialist
Sebrena Key	Social Worker

Michael Rewis	Business Education
Nicholas Chastain	Special Education
Kaye Campbell	Media
Jake Mobley	Health/P.E.
Greg Coop	Parent
Flora Lynn	Parent
Community Partner	Katrina McIntosh

VISION and MISSION

The vision and mission were developed by the leadership team with input from staff and students as well as parents represented by the school council. The mission is quoted regularly during daily announcements and assemblies. Additionally, the vision and mission are visibly displayed throughout the school, are printed on school documents, and posted on the school website and parent portal. Both the vision and mission are introduced at the beginning of each school year and reviewed annually.

VISION

C.A. Gray Jr. High School will become a School of Excellence.

Motto

C.A. Gray will choose to work smart!

MISSION

C.A. Gray Jr. High School's mission is to provide a community of supports to ALL students, ensure a safe learning environment and equip ALL students with strategies for a successful transition beyond the Junior High level.

BELIEFS

At C.A. Gray Junior High School, we believe:

- Every student is important and has the right to learn;
- The school should provide an inviting, positive and safe environment;
- There is a direct relationship between expectation and achievement;
- All students should be challenged to their full potential;
- The school should encourage cooperation, stimulation, innovation and creativity;
- The school should use all available resources and technology;

- The school should model and teach responsible citizenship;
- Every student deserves recognition for progress and accomplishments.

Title I School Improvement Plan Components

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

A. We have developed our school-wide school improvement plan with the participation of the School Leadership Team, Local School Governance Team (LSGT), Teacher Leadership Team, and Student Leadership Team who will ensure the implementation, monitoring and compliance of the school-wide school improvement plan. The School Leadership Team convenes bi-weekly to make data-driven decisions regarding student achievement and instructional best practices. The School Council meets four times a year to ensure the implementation, monitoring, and compliance of the school-wide school improvement plan. The Parent Leadership Team, the Teacher Leadership Team, and Student Leadership Team are comprised of parent, teacher, and student representatives from all schools in the System. These committees meet with the Superintendent bi-annually and representatives provide feedback at the school level.

B. We have used collaborative brainstorming of the following for our comprehensive needs assessment:

1. Parent and Teacher Surveys
2. Comprehensive disaggregation of state and common assessments
3. Professional Learning Surveys
4. Technology Committee Surveys
5. Teacher Evaluations
6. Classroom Walk-Through Observations
7. Attendance Data Analysis
8. IEP meetings for Students with Disabilities
9. Parent Conferences
10. SST and 504 Meetings
11. Bi-monthly Leadership Team Meetings
12. Weekly grade-level departmental common planning feedback

C. We have taken into account the needs of migrant children by utilizing a variety of System and school-based services.

1. Applying vision and immunization services to reduce delayed enrollment and time out of school.
2. Facilitating a pre-college fair for all migrant students.
3. Utilizing recruiters and translators to ensure appropriate school-family communication.
4. Employing a bilingual migrant instructional provider to provide intensive language support to non-English speaking students.
5. Scheduling the migrant tutor to provide direct instructional support to Priority for Service migrant students and monitoring services to all other migrant students.

6. Providing migrant students with flexible schedules allowing them to receive tutorial support as well as English for Speakers of Other Languages (ESOL) and Program for Exceptional Children (PEC) services if they qualify.

D. Charlie A. Gray Jr. High is a professional learning community seeking continuous improvement therefore it is standard practice to disaggregate both classroom and standardized student assessment data. In addition, we conduct the following to reflect upon current achievement that will help the school understand the subjects and skills in which teaching and learning need to be improved:

1. Teachers are provided with CRCT and EOCT data charts (See Appendix B).
2. Enlarged data charts are posted in the professional learning center.
3. Content departments conduct item analyses of common assessments.
4. A formal progress monitoring process has been initiated in our math support classes to include portfolios for tracking individual student progress.

E. We have based our School Improvement Plan on information about all students in the school and identified students and groups of students who are not meeting state academic achievement standards. Historically, our SWD and black male students do not exhibit typical or high growth on state achievement tests. Recent year's scores indicate a significant number of students achieving well below grade level in Math.

1. The needs we will address are:

- a. Student achievement that does not meet expectations for all subgroups.
- b. Course failure and low performance in Math, Science and Language Arts
- c. Excessive absenteeism.

2. The specific academic needs of those students that are to be addressed in the school-wide program plan will be:

- a. A lack of mastery of concepts, skills and processes associated with grade-level content standards.
- b. 9th graders not earning minimum units of credit toward graduation.

3. The root cause(s) that we discovered for each of the needs were:

- a. Teacher development in subject area pedagogical skills and research-based best practices.
- b. Differentiation in instructional content, process, product, and learning environment to engage and meet individual student needs.
- c. Student attendance.

F. The measurable goals/benchmarks we have established to address the needs are summarized as follows:

Measurable Goals: Units of Credit

CCRPI MS Indicator #12; CCRPI MS Exceeding the Bar Indicator #2; Strategic Plan 2.2

All 8th grade students will pass 6 out of 7 classes and earn a minimum of 1 unit of credit toward high school graduation to be eligible for 9th grade.

Eighth grade Honors students will earn a minimum of 1 unit of credit and as many as 4 units of credit toward high school graduation by the end of 8th grade.

All 9th grade students will earn a minimum of 5 units of credit toward graduation, 3 academic and 2 elective including English Literature and Composition and Algebra I before entering 10th grade.

Measurable Goals: Attendance

CCRPI MS Indicator #11; HS Indicator #16

The number of 8th grade students absent for 15 days or more will be reduced to less than 10%.

The number of 9th grade students absent for 15 days or more will be reduced to less than 10%.

Measurable Goals: Student Achievement on the EOC GA Milestones

CCRPI HS Indicators #1, #3, #5, and #6; Strategic Plan 1.3

Biology - The meets/exceeds scores for all students will exhibit typical or high growth equal to or greater than the state average by the end of SY 2016.

Algebra I - The meets/exceeds scores for all students will be 50%.

Physical Science - The meets/exceeds scores for all students will be maintained at 95%-100% by the end of SY 2016.

9th Grade Literature and Composition - The meets/exceeds scores for all students will be maintained at 88% by the end of SY 2016.

Measurable Goals: Student Achievement on the GA Milestones

CCRPI MS Indicators #1 - #5; Strategic Plan 1.3

Reading – The meets/exceeds scores for all students will exhibit typical or high growth equal to or greater than the state’s average at the end of SY 2016.

Mathematics - The meets/exceeds scores for all students will exhibit typical or high growth equal to or greater than the state’s average at the end of SY 2016.

Science – The meets/exceeds scores for all students will exhibit typical or high growth equal to or greater than the state’s average at the end of SY 2016.

Social Studies - The meets/exceeds scores for all students will exhibit typical or high growth equal to or greater than the state’s average at the end of SY 2016.

Measurable Goals: Student Achievement on the ACCESS

CCRPI MS Indicator #6; CCRPI HS Exceeding the Bar Indicator #5; Strategic Plan 1.3

75% of English Learners (ELs) in 8th grade and 100% in 9th grade will have positive movement

from one Performance Band to a higher Performance Band.

*2. School-wide reform strategies that are scientifically researched based.

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.

**Increasing Student Achievement Through Data Analysis and Data-Driven Instruction
TKES #5, #6; LKES 1.2-1.7, 3.7, 3.8, 3.9**

CCRPI HS Exceeding the Bar Indicator #8

Strategic Plan 1.2, 1.3, 2.2

1. All content departments administer a balanced assessment system of common and performance-based assessments that include pre-tests, post-tests, quizzes, unit tests, projects, and midterm exams.
2. Content departments have common planning and meet regularly to establish departmental goals for student achievement, analyze grading and assessment data, identify student strengths and weaknesses, adjust curriculum pacing to include remediation and acceleration, identify instructional best practices and exemplars. Department chairs also have an additional planning period to provide peer coaching and instructional support.
3. Collaborative student achievement goals are established through the sharing of teacher descriptive feedback and communication of achievement data to both students and parents.
4. Teachers will regularly utilize the Statewide Longitudinal Data Systems (SLDS) to disaggregate student achievement data.

Implementing Standards-Based Instruction with Fidelity in Each Classroom

TKES #1, #2; LKES 1.4, 1.5, 1.7, 3.6

Strategic Plan 1.1, 1.2

1. All content teachers meet collaboratively to utilize Georgia Standards of Excellence to construct instructional toolkits that include units, lessons, curriculum and learning maps and assessments.
2. All content teachers implement standards-based instruction via the Workshop Model, which includes an effective opening, work period and closing in daily instruction.
3. All content teachers are provided one full day of planning, each semester, to review, reflect and revise instructional toolkits.

Implementing Differentiated Instruction to Improve Student Learning and Achievement

TKES #3, #4, #7, #8; LKES 1.4, 1.5, 1.6; CCRPI MS Exceeding the Bar Indicator#3 and HS Exceeding the Bar Indicators #2, #4

Strategic Plan 1.4, 1.5, 4.2

1. English Learners will receive language assistance from ESOL teachers in English Language Arts and Math classes via the ESOL Push-In Model.
2. A bilingual paraprofessional provides native language assistance to non-English speakers in assigned content classes.
3. Gifted students are encouraged to pursue honors classes in Biology, Analytical Geometry, World History, and English Literature and Composition.

4. Students with Disabilities are instructed utilizing a combination of instructional models - the Inclusion Model with two teachers, resource, or supportive instruction ensuring a high level of instruction in the least restrictive environment.
5. Teachers utilize student-centered, hands-on instruction based-upon Marzano's nine broad instructional strategies that increase student achievement: identifying similarities and differences; summarizing/note taking; reinforcing effort and providing recognition; homework/practice; non-linguistic representations; cooperative learning; setting clear objectives and providing feedback; generating and testing hypotheses; and cues, questions, and advanced organizers.

Improving the Quality and Availability of Professional Development

TKES # 9; LKES 1.8, 5.5, 7.8, 7.9

Strategic Plan 1.3, 1.5, 2.1

1. Teachers and administration will attend Coastal Plains Regional Educational Service Agency (CPRESA) professional development pertaining to their content and areas of supervision. Redelivery will be provided as needed.
2. All teachers will attend a minimum of 10 in-house professional development sessions targeting content differentiation to classroom management.
3. The system Gifted Resource Teacher will provide instructional development guidance to Gifted and Honors teachers.
4. ESOL, Special Education, math, and English Language Arts teachers will attend mandated system training.
5. Ongoing instructional technology professional development will be provided to teachers utilizing SMARTboards, iPads and instructional apps, Rosetta Stone and CPS.

Providing Extended Academic Opportunities and Remediation for All Students

TKES #3, #4; LKES 1.4, 1.6, 2.1

Strategic Plan 1.3

1. Students who did not meet expectations on the 2013-2014 Math CRCT and Math 8th grade Math achievement data are enrolled in support classes.
2. The Intervention Specialist monitors retained students, potential dropouts, and students struggling academically to provide in-school academic support during lunch periods and elective classes. Students receive assistance with completing missing assignments and redoing failed assignments.
3. Migrant students receive additional support from a migrant tutor.
4. Academic Advisory is conducted weekly to provide students with concise guidance on social, developmental, and academic transitional plans.

Strategically Schedule Student Subgroups to Maximize Support Services

TKES #4; LKES 1.4, 1.6

Strategic Plan 2.2

1. Students who do not meet expectations in Math are enrolled in support classes.
2. Qualified students are scheduled to receive qualifying services from special education, ESOL and migrant tutoring.
3. Guidance counselors closely monitor student progress to ensure academic and social success. Student schedules are adjusted as needed.

2(b). Are based upon effective means of raising student achievement.

Increasing Student Achievement Through Data Analysis and Data-Driven Instruction

Marsh, Julie A., John F. Pane and Laura S. Hamilton. *Making Sense of Data-Driven Decision Making in Education: Evidence from Recent RAND Research*. Santa Monica, CA: RAND Corporation, 2006. http://www.rand.org/pubs/occasional_papers/OP170.

- This RAND research found that data is useful for improving teaching and learning however, further training and support are needed to assist educators in identifying how to act on knowledge gained from data analysis, such as how to identify best practices and resources that address problems or weaknesses that emerge from the analysis.

O’Conner, K. (2002). *How to grade for learning: Linking grades to standards*. Thousand Oaks, CA: Corwin Press.

- Teachers must transform assessment results into accurate information for those who need access to it and communicate that information in a complete, timely, and understandable form to those users.

Davies, a. (2000). *Making classroom assessment work*. Canada: Connections Publishing.

- Assessment involves learners receiving a considerable amount of descriptive feedback during their learning. Descriptive feedback gives information that enables the learner to adjust what he or she is doing in order to get better.

Implementing Standards-Based Instruction with Fidelity in Each Classroom

Lauer, P.A., Snow, D., Martin-Glenn, M., VanBuhler, R.J., Stoutemeyer, K., Snow-Renner, R. (2005). *The Influence of Standards on K-12 Teaching and Learning: A Research Synthesis*. Aurora, CO: Mid-continent Research for Education and Learning.

- Researchers found that Standards-Based Curricula and Standards-Based instructional guidelines can have positive influences on student achievement. To facilitate gains in student learning, educators should implement standards-based curricula as intended, and administrators should sustain teachers’ and students’ exposure to such curricula.

Strong, R.W., Silver, H.F., & Perini, M.J. (2001). *Teaching what matters most: Standards and strategies for raising student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development

- Instruction must be delivered utilizing responsible standards, responsible strategies and responsible assessment. Standards-based instruction must be rigorous, thought-provoking, diverse and authentic. Strategies must

Implementing Differentiated Instruction to Improve Student Learning and Achievement in Accelerated Courses

Tomlinson, C. A. (1998). *How Can Gifted Students' Needs be Met in Mixed-Ability Classrooms?* Washington DC: National Association for Gifted Children.

- Tomlinson's research has found that advanced learners prefer and benefit from instruction that includes: a faster pace of learning, greater independence in study and thought and increased complexity and depth in subject content. Effective differentiation directly supports the learning needs of advanced students through activities that simulate real world problems, address multiple perspectives, and result in the development and sharing of a variety of authentic products. Differentiation creates engaging and challenging instruction that is inquiry-based, open ended, multi-faceted, concept centered, interdisciplinary and interest based.

Tomlinson, C. A. (2006). *Integrating differentiated instruction & understanding by design.* Alexandria, VA: Association for Supervision and Curriculum Development

- Planning from the perspective of what students need to know, understand, and be able to do is a standards-based curriculum design model that enables teachers to bring quality instruction while addressing the needs of a spectrum of learners by selecting strategies that respond to learner needs.

Improving the Quality and Availability of Professional Development

Seltzer, D.A., Himley, O.T. A Model for Professional Development and School Improvement in Rural Schools. *Journal of Research in Rural Education*, Spring, 1995, Vol. 11, No.1, 36-44.

- This research identifies school-based improvement as a strategy for school improvement to address the challenges experienced by geographically isolated, small rural schools. School-based improvement emphasizes the importance of school-level teams and their involvement in a comprehensive needs assessment and planning process.

(2006). *Breaking ranks in the middle: Strategies for leading middle level reform.* Reston, VA: National Association of Secondary School Principals.

- Provides research for establishing leadership teams that effect change and a conceptual framework to guide action planning for professional development.

Providing Expanded Learning Opportunities and Remediation for All Students

Little, P. M. (2009, January). *Enhancing School Reform Through Expanded Learning.* Retrieved October 27, 2011 from the World Wide Web:

<http://staging.learningpt.org/pdfs/EnhancingSchoolReformthroughExpandedLearning.pdf>

- Harvard research has found that expanded learning programs provide multiple benefits that address the problems of underperforming students and, more broadly, narrowing the learning gap.

Center for Prevention Research and Development. (2009). *Background Research: Tutoring Programs.* Champaign, IL: Center for Prevention Research and Development, Institute of Government and Public Affairs, University of Illinois.

- Strategic tutoring was found to be effective in improving the academic performance of

the majority of participating students (Hock et. al., 2001).

Flexibly Schedule Student Subgroups to Maximize Instruction and Learning

Daniel, L. (2007). Research Summary: Flexible Scheduling. Retrieved October 27, 2011 from the World Wide Web:

<http://www.nmsa.org/Research/ResearchSummaries/FlexibleScheduling/tabid/1140/Default.aspx>

- Research cited that most exemplary middle schools use some form of flexible scheduling which was found to improve low performing student achievement particularly in science and language arts.

2(c). Use effective instructional methods that increase the quality and amount of learning time.

We will increase the amount and quality of learning time by providing students with the following:

1. Classroom teachers schedule designated times before and after school to provide students with tutoring.
2. Math Support classes in 9th grade are on a block schedule with the core math class.
3. Extended academic opportunities are provided during electives and lunch period.

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).

Strategic Plan 1.3, 1.5

Differentiated instruction ensures the needs of all students are met with emphasis on Students with Disabilities and English Learners. Inclusion academic classes offer students the benefit of two instructors or supportive instruction. The ESOL push-in model and migrant services provide students with language acquisition. Gifted students are enrolled in Honors classes and receive accelerated instruction by Gifted-Endorsed teachers.

*3. Instruction by highly qualified professional staff.

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

A. Instruction will be provided by highly qualified teachers who meet the standards established by the state of Georgia. All of the teachers at C.A. Gray are highly qualified.

*4. Professional Development for Staff to enable all children in the school to learn

Strategic Plan 1.1 - 1.5, 2.1

A. All school staff participates in applicable professional development that addresses the

root causes of our identified needs.

The Leadership Team serves as the Professional Development Committee and the assistant principal for curriculum serves as the school-based professional development contact. This group collectively identifies instructional needs that are addressed via monthly in-house professional development, system resources and RESA. The professional development contact also facilitates the maintenance of individual professional development logs and assists individuals and content groups in identifying needs-based professional development.

- B. We have aligned professional development with GA Standards of Excellence and student academic achievement standards. All professional development is directly related to School Improvement goals.
 - 1. Special Education, ESOL, Gifted, math, and English Language Arts teachers receive on-going system training.
 - 2. Content teachers attend RESA training and in-house professional development.
 - 3. All administrators receive on-going system and RESA training
 - 4. All staff members participate in applicable Georgia Department of Education Webinars on Georgia Standards of Excellence.
 - 5. The Leadership Team participates in professional book studies.

- C. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems.
 - 1. Department chairpersons are scheduled first period planning to assist and monitor instruction.
 - 2. Title III funds employ a native-speaking instructional provider.
 - 3. Title I funds provide teachers with RESA training and Gifted Endorsements.
 - 4. Content teachers are provided one full-day of planning each semester.

- 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:
 - 1. Special Education teachers receive system, school, and individual student data analysis training.
 - 2. Administration maintains a Professional Development room that includes a data wall that is reviewed and revised on-going.
 - 3. Teachers are provided data charts including state, RESA, grade-level and subgroup information. Department chairs meet with content groups to disaggregate data and establish improvement goals.
 - 4. The Principal's evaluation is contingent upon student achievement.

*5. Strategies to increase parental involvement.

Strategic Plan 3.1, 3.3

A. We have involved parents in the planning, review, and improvement of the comprehensive school-wide program plan by utilizing the Local School Governance Team (LSGT) and Academic Nights to discuss student achievement, review the current plan and include parent recommendations in revisions of the School Improvement Plan.

B. Our parent involvement policy, located in the appendices, has been developed to include the following:

1. A Parent Coordinator works with our school to provide parents the opportunity to attend workshops based on a variety of targeted needs.
2. Individual student academic assessment results, including an interpretation of those results are provided to parents via Student Progress Reports sent to parents at mid-quarter along with a school newsletter. Guidance counselors conduct parent conferences and bilingual staff members are utilized for translation.
3. Our comprehensive school-wide improvement plan is made available to the LEA, parents, and the public via the school website. A hardcopy is also available in Student Services.
4. Our Parent Involvement Policy is made available to parents in our Student Handbook. Parents also sign and return the Parent-Student-Teacher Compact.

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

NA

*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.

Strategic Plan 1.3

- A. The ways that we include teachers in decisions regarding use of academic assessment are:
1. Weekly grade level department meetings and common planning times are used to disaggregate student achievement data and to identify progress toward departmental goals.
 2. The Online GOFAR System is available to provide teachers with access to assessment resources.
 3. Teacher feedback is reflected upon during monthly Leadership Team Meetings.

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

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 school-wide plan.

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

Title I, Title II, Title III, Title VI, state instructional funds, special education funds, local funds and McKinney-Vento.

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

Strategic Plan 5.1, 5.2

Funds are used for instruction, resources, highly-qualified professional learning and personnel.

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.

Our system distributes funds to our school from the Carl D. Perkins Vocational and Applied Technology Act.

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

Strategic Plan 1.3

1. Before and After School Teacher Tutoring
2. In-school extended academic opportunities
3. Small group instruction
4. Inclusion classes for special education students
5. ESOL push-in language acquisition support
6. Migrant tutorial academic support
7. Rosetta Stone language instruction
8. Tier 2 individualized interventions as identified by a student Support Team
9. Odyssey Ware, USA Test Prep Credit Repair and Recovery Lab

9(a). Measures to ensure those students' difficulties are identified on a timely basis.

Strategic Plan 1.3

Formative assessments are conducted throughout the school year. Progress monitoring and disaggregating test data assist in identifying students in need of assistance.

9(b). Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties.

Strategic Plan 2.2

The assistant principal for curriculum chairs the Student Support Team (SST). She conducts SST and 504 meetings with parents and teachers to initiate, monitor, and update individual SST and 504 Plans; provides in-house professional development; and supports teachers in effective progress monitoring strategies.

9(c). 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.

TKES Standard #10

Strategic Plan Strategy III

Parent-teacher conferences can be requested when either parents or teachers have a concern. We have also designated Thursday as our parent conference day to ensure that staff members plan to be readily available. During these conferences, student strengths and weaknesses are discussed and individualized strategies are identified to assist the student. When needed, the Student Support Team (SST) is utilized to create a plan with a tiered approach to assist the student in achieving academic and personal success. Special education IEP and 504 meetings are held to address students' successes and deficiencies and plans are updated accordingly.

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

Strategic Plan 2.2

Student Progress Reports are sent to parents every 4 ½ weeks along with a guidance department newsletter. The Infinite Campus Parent Portal, School Website, and Teacher WebPages are available daily to access information. Parents are provided with copies of the state assessment scores.

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

Strategic Plan 1.3

Data is collected, analyzed, reported and used annually. The administration, with the assistance of the Instructional Technology Specialist, prepares and posts charts and discusses test data with the Leadership Team and Local School Governance Team. Results are reported to parents via individualized student reports. Overall school achievement reports are included in the School Improvement Plan and presented at Open House and during Academic Nights.

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

The Instructional Technology Specialists and the Board of Education Technology Department provides the means to obtain sound results for disaggregated assessments. Data is reported by the State via the MyGaDOE portal. The System's Infinite Campus Student Longitudinal Data System (SLDS) is used for disaggregating data.

13. Provisions for public reporting of disaggregated data.

Disaggregated data is posted in chart form and displayed in the professional learning center and

included in the School Improvement Plan. School test data is also posted on both the district, school and GA DOE websites. The Board of Education reports test results through the local newspaper. The school also includes test data in its annual report of progress presented at Open House and during Academic Nights.

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 school-wide program.

The School Improvement Plan is reviewed at each Leadership Team meeting and revisions are ongoing. An Annual Report noting progress is on file in the Central Office.

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).

The entire school staff, parents and other stakeholders are involved in the development of the School Improvement Plan.

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

A copy of our School Improvement Plan is available for viewing in Student Services. It is also posted on the school webpage.

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.

The system translators provide assistance in translating newsletters and parent communication. The translators and our instructional provider are also available for parent-teacher conferences.

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

Yes.

Curriculum, Assessment, and Instruction

1. Continue to implement ~~Common Core Georgia Performance Standards (CCGPS)~~ Georgia Standards of Excellence

- **TKES #2, LKES 1.7, 5.5, 7.8**
- **Strategic Plan 1.1, 1.2**
- Teachers meet collaboratively to develop units/lessons and common assessments, unit tests, midterms, and finals to ensure that they agree on core content and required student performances
- Provide two planning days, one each semester, for teachers to review, reflect, and revise pacing, student learning maps, instructional units, and assessments

Timeline

August-May, 2015-2016

Estimated Costs, Funding Sources, and Resources

Cost of substitutes, Title I Funds

Person(s) Responsible

Principal

Assistant Principal for Instruction

Department Chairs

Professional Learning

GA Standards of Excellence

Core Content

Instructional Best Practices

Classroom Management

Differentiation

Means of Evaluation

Artifacts: Instructional Toolkits, classroom observations

Evidence of Impact on Student Learning: Teachers will be able to explain the alignment between current lessons and the **Georgia Standards of Excellence** as well as how assessments will determine mastery of the standard(s).

2. Establish the framework of the standards-based classroom

- **LKES #6**
- **Strategic Plan 1.2**
- Schedule awareness walks within departments
- Schedule awareness walks by administrators

- TKES for formal teacher observations

Timeline

August-May, 2015-2016

Estimated Costs, Funding Sources, and Resources

Cost of substitutes, Title I Funds

Person(s) Responsible

Leadership Team
Administrators

Professional Learning

Standards-based classroom and Instructional Framework professional development through RESA and in-house professional learning opportunities

Means of Evaluation

Artifacts: assessment instrument, completed standards-based checklists, leadership team feedback from awareness walks.

Evidence of Impact on Student Learning: Teachers will be able to explain the basic components of a standards-based classroom and how it impacts student learning. Students will be able to speak the language of the standard and explain how components of the standards-based classroom help them learn the content.

3. Continue to develop the AP Prep curriculum in 8th grade in order to accelerate expectations for the gifted student

- **TKES #8, LKES#1.4, 7.8**
- **Strategic Plan 1.5**
- Utilize services of the Gifted center resource teacher to support instruction and curriculum development
- Emphasize higher order thinking skills including comparison, classification, analysis and synthesis for **Gifted/Honors** students
- Group **Gifted/Honors** students by academic strengths using a rubric developed at the system level
- Provide release time for **Gifted/Honors** teachers to plan instruction and build curriculum
- Provide ongoing training and support of 8th grade ELA teachers in Laying The Foundation Framework

Timeline

August – May, 2015-2016

Estimated Costs, Funding Sources, and Resources

Cost of instructional materials, Gifted Funds

Person(s) Responsible

AP Prep teachers

Gifted Center resource teacher
Assistant Principal for Instruction

Professional Learning

Release time provided for two days a year or more as needed for **Gifted/Honors** teachers to plan

Means of Evaluation

Artifacts: Differentiated curriculum maps, unit plans, student work/final products, classroom observations

Evidence of Impact on Student Learning: Teachers will be able to explain how they are differentiating instruction to increase rigor in the **Gifted/Honors** classes. Students will demonstrate their ability to compare, classify, analyze, and synthesize content knowledge.

4. Use research-based instructional practices to ensure effective teaching that engages students in learning

- **TKES #3, LKES 1.2, 1.4, 1.5**
- **CCRPI Exceeding the Bar Indicator #4**
- **Strategic Plan 2.1**
- The Teacher Keys Effectiveness System (TKES) will be used to monitor and evaluate effective teaching and learning
- Student learning will include an emphasize on 21st Century Learning Skills
- Higher order thinking skills will be promoted through the use of the Engineering Design Process
- Classroom organization will include artifacts that promote effective teaching
- Standards board
- Classroom rules, procedural charts, content artifacts, and exemplars posted
- Board configuration includes an essential question, opening, work period, and closing
- Word wall
- Provide differentiated instruction using modification of content process, product, and learning environment based upon student learning styles and interests
- Use manipulative tools in math classes
- Increase the use of student-centered learning activities in all classrooms
- Arrange classrooms to support small group instruction
- Use of instructional technology by teachers and students – USATestPrep, Links to Learning, Study Island, online resource subscriptions, Rosetta Stone, SMARTboards, data projectors, computers, graphing and scientific calculators, video cameras, digital cameras, co-writers, CPS units, microscopes and science lab equipment for physical science and biology
- Use of varied reading materials and leveled texts

Timeline

August- May, 2015-2016

Estimated Costs, Funding Sources, and Resources

Purchase licenses for USATestPrep, and online resource subscriptions. Purchase SMARTboards with speakers, data projectors, video cameras, digital cameras, Co-Writers and licenses, CPS

units, color printers and ink, leveled novels, CRCT Coach workbooks, and magazine subscriptions
Instructional Funds, Title I Funds, Title II Funds, SpEd Funds, Technology Funds, Media Funds

Person(s) Responsible

Classroom teachers
Administrative Staff

Professional Learning

Ongoing TKES familiarization opportunities
Professional learning in content best practices, instructional strategies
ESOL and Gifted endorsements encouraged
ESOL and Special Education teacher training
Arrange technology training based upon teacher needs
Provide assistance in implementing the Workshop Model

Means of Evaluation

Artifacts: TKES evaluations, classroom observations, student work, use of computer labs and technology equipment in classrooms, leveled texts, magazines, student workbooks in ELA classrooms

Evidence of Impact on Student Learning: Teachers are able to explain how they are differentiating instruction by presentation, process, and product. Students are working toward the same standard but in varying ways; instruction may be paced or presented differently but tasks may vary based on interest and student need; students use a variety of reading materials in classrooms; and use of technology by both teachers and students is evident.

Planning and Organization

1. Selectively group students for inclusion classes and support classes in Math

- **CCRPI MS #7, CCRPI MS Exceeding the Bar #3; CCRPI HS Exceeding the Bar #2**
- **TKES #4, #7, LKES 1.4, 1.6**
- **Strategic Plan 1.3**
- Assign students to reading and math support classes based on CRCT test scores and teacher recommendation
- Provide math support for all students with disabilities
- Schedule paraprofessionals by departments to be actively engaged in instruction with students

- Co-teachers to be departmentalized to facilitate strategic support in one content area

Timeline

July – January, 2015-2016

Estimated Costs, Funding Sources, and Resources

None

Person(s) Responsible

Principal

Assistant Principal for Instruction

Professional Learning

None

Means of Evaluation

Artifacts: Class rosters, **state assessments**, 504 Plans, Teacher recommendations, Student report cards and passing rate

Evidence of Impact on Student Learning: **state assessments** scores and passing rate for all students

2. Schedule ESOL students for push-in for ELA, Biology and Math

- Bilingual paraprofessional will support non-English speaking students in identified content classes
- Migrant tutor will provide support to identified migrant students in Georgia Studies classes

Timeline

July – May, 2015-2016

Estimated Costs, Funding Sources, and Resources

ESOL teacher(s)

Person(s) Responsible

ESOL teachers

Principal

Assistant Principal for Instruction

Professional Learning

None

Means of Evaluation

Artifacts: Student schedules, class rosters, report cards

Evidence of Impact on Student Learning: ESOL students will improve ACCESS, **state assessment** scores

ESOL students will receive a minimum of five segments of service and as much as three segments from the strategic scheduling

3. Provide remediation opportunities for all students

- Extended academic opportunities during lunch and elective classes
- Before and after-school teacher tutoring

Timeline

August-May, 2015-2016

Estimated Costs, Funding Sources, and Resources

None

Person(s) Responsible

Migrant Tutor
Instructional Interventionist
Guidance Counselors
Principal
Assistant Principal for Instruction

Professional Learning

None

Means of Evaluation

Artifacts: Student schedules, class rosters, report cards

Evidence of Impact on Student Learning: All students will improve ACCESS, state assessment scores

4. Continue to use the Leadership Team as the vehicle for decision making, communicating with teachers, and directing change

- **Strategic Plan 1.2**
- Provide 1st period planning for department chairs to meet regularly with the Leadership Team

Timeline

August – June, 2015-2016

Estimated Costs, Funding Sources, and Resources

None

Person(s) Responsible

Principal

Professional Learning

Professional Articles and Book Studies
RESA Leadership Program

Means of Evaluation

Artifacts: Meeting agendas, schedule of meetings, sign-in sheets, master schedule

Evidence of Impact on Student Learning: Members of the Leadership Team will be able to explain the goals of the school and how the staff is working to achieve them

5. Design the master schedule to allow for strategic planning and scheduling of personnel

- Schedule co-teachers where possible to work as one team in a subject area to allow for consistency in instruction and planning
- Schedule paraprofessionals by departments to be actively engaged in instruction with students
- Continue common planning for content area teachers on a weekly basis
- Assess student work
- Review and plan

Timeline

January – May, 2015-2016

Estimated Costs, Funding Sources, and Resources

None

Person(s) Responsible

Principal
Assistant Principal for Technology

Professional Learning

None

Means of Evaluation

Artifacts: Master Schedule, student transcripts, report cards, test scores

Evidence of Impact on Student Learning: Improved pass rate and test scores

6. Involve all stakeholders in the revision of the mission and vision statement

- **Strategic Plan Strategy III**
- School Council
- Leadership Team
- Faculty
- Parents
- Community/Business Partners

Timeline

August – May, 2015-2016

Estimated Costs, Funding Sources, and Resources

None

Person(s) Responsible

Principal

Professional Learning

None

Means of Evaluation

Artifacts: Revised mission and vision statements, meeting agendas, sign-in sheets

Evidence of Impact on Student Learning: Stakeholders will have ownership of the mission and vision and will be able to communicate such to others within the school and community

Student, Family, and Community Involvement and Support

1. Continue to promote involvement with parents and community by utilizing resources

within the school and the school system

- **TKES #10, LKES 2.7, 2.8, #8**
- **Strategic Plan Strategy III**
- Monitor and support flexibility within the discipline plan with the goal centered on keeping students in school and in class
- Maintain communication with parents by using the school agenda, school website, counselor's newsletters, Parent Portal information system **and One Call.**
- Continue to utilize a parent involvement policy and signed Parent-Teacher-Student Compact to inform parents, students, and teachers of their respective roles in the partnership of the child's education
- Conduct annual parent surveys to get input regarding services offered and parent involvement through a paper survey as well as an online survey
- Inform parents through course syllabi, school website, and teacher sub webs regarding availability of textbooks for students and parents for home study
- Schedule parent/teacher conferences as requested by parent, teacher, or counselor
- Plan parent events through Migrant Education and ESOL to inform migrant and ELL parents.
- Schedule and conduct quarterly **Local School Governance Team** meetings
- Build business and community partnerships through formal invitations, club fundraisers and community service projects

Timeline

August – May, 2015-2016

Estimated Costs, Funding Sources, and Resources

Title II, Title I, and Title III Funds, Parent Coordinator resources, Businesses within the community

Person(s) Responsible

Principal

Guidance counselors
Migrant tutor
ESOL teachers
Classroom teachers
Parent Coordinator
System translators

Professional Learning

Guidance counselor system training
Migrant system training

Means of Evaluation

Artifacts: ISS logs and rosters,
Discipline referrals
Notices on school website, counselor's newsletters
Parent-Teacher-Student Compacts
Promotional flyers, letters, announcement for ESOL and Migrant parent events
Annual parent survey
Parent/Teacher conference logs
Translated versions of all appropriate documents
Evidence of Impact on Student Learning: Students' grades, attendance, and participation in extra-curricular activities will improve

Leadership

1. Utilize the Leadership Team to develop policy, make decisions, inform teachers and staff, and generally promote the goals as determined in the School Improvement Plan.

- **TKES 9.4; LKES 2.3**
- **Strategic Plan 1.2**
- Administrators will be evaluated using the Leader Keys Effectiveness System (LKES)
- Schedule regular Leadership Team meetings to monitor implementation of the school improvement plan and analyze its impact upon student achievement
- Provide within the master schedule for 1st period planning for department heads for the purpose of meeting and facilitating the work of the Leadership Team
- Conduct frequent focus walks

Timeline

August - May, 2015-2016

Estimated Costs, Funding Sources, and Resources

None

Person(s) Responsible

Principal
Leadership Team members

Professional Learning

Ongoing LKES familiarization, RESA leadership training, system School Improvement training

Means of Evaluation

Artifacts: Schedule of meetings, meeting agendas, meeting minutes, sign-in sheets

Evidence of Impact on Student Learning: Students and teachers will speak a common language and have a common understanding of the goals and expectations for student performance. Student pass rate will increase and student work will reflect the standard.

School Culture

1. Continue to monitor and provide support for students to improve attendance, promote

engagement in the classroom and enhance productivity

- **TKES 7.4 – 7.7; LKES 2.1**
- **Strategic Plan 1.4, 2.2, 4.4**
- Utilize Bring Your Own Technology (BYOT) to enhance student engagement and learning
- Social Worker, and Academic Interventionist will monitor students with chronic absenteeism and poor academics
- Enhance attendance policy and create incentive programs
- Organize extended learning opportunities and after/before school tutoring
- Continue the YMCA Y-mentoring program
- Continue Advisory to promote teamwork and build relationships
- Encourage students to join at least one club to enhance participation in extracurricular activities that will result in additional support of the club advisor
- Increase the number of school assemblies

Timeline

August – May, 2015-2016

Estimated Costs, Funding Sources, and Resources

School Improvement Funds

Person(s) Responsible

Principal
Department Heads
Teachers
Social Worker
Guidance Counselors

	Guidance Department		
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Monitoring the Implementation of the School Improvement Plan

8th GRADE ELA DEPARTMENT GOALS 2013—2014 2015 - 2016

In order to support the school improvement goals of Charlie A Gray Junior High School, the 8th grade ELA Department has adopted as its overarching goal:

Increase the number of students achieving typical or high growth within the following groups:

Increasing student achievement, as evidenced by:

Improved state assessment scores in all student subgroups

In working toward this goal, the department has established four sub-goals for the year:

Plan for success

Using student achievement data from 2015-2016, subject-area teams will set specific goals for improvement on the **State Assessment** in Reading/Language Arts. Test data will be used to identify specific areas of deficiency for targeted instructional emphasis. Sub-goal: Teachers will continue to use common benchmark assessments to monitor progress and continue in quest to employ best practices.

Verification: Student achievement data from 2015-2016 year

Team work

Subject-area teams will work together closely to continue compiling resources/strategies for each unit. Continue weekly team meetings once per week to plan/monitor instructional delivery and pacing:

- A. Continually revisit/refine yearlong curriculum map.
- B. Develop / refine **Georgia Standards of Excellence** based units in each subject.
- C. Evaluate and reflect on each unit of instruction.

D. Continue to implement student-focused workshop model.
Verification: Notes / outline of weekly **department** meetings

Strategies to support students.

The ELA department will continue to employ plan of action to aid students who fail to meet standard. Plans may be different based on the students involved.

- Weekly department meetings (Thursday)
- Migrant-tutoring
- ESOL teacher in classroom with majority of our ESOL students
- Co-teaching/Inclusion model for SWD students to enhance small group instruction and remediation
- Evaluate common benchmark assessments departmentally
- Departmental reflection by teachers on all units of study
- Integrate the study of poetry more consistently throughout the curriculum map
- Include more writing as response to literature
- Use targeted writing instruction earlier in the school term and throughout the first semester
- Include technology activities that target visual and auditory learners as well as provide a higher engagement factor
- Work on increasing the use of small group instructional activities
- Maximize the instructional value of co-teaching classes, supportive instruction classes for SWDs not in co-teaching, and ESOL push-in classes
- Continue to integrate common curriculum in regular ed classes and reading/language arts support classes
- Continue to employ alternative ‘learning times’ for students: before school, after school, opportunity time, and guided study
- Interactive Notebooks