Bainbridge Middle School

2013-2014

August

The vision of BMS is to create a legacy of excellence. Rigorous, standards-based instruction, committed teachers, student engagement, and research-based programs are all vital components. Believing that parents can be a key factor in student success, academic needs are supported through our Parent Involvement Plan.

School Improvement Plan

Revised May 24-25, 2011
Revised August 24, 2011
Approved August 25,2011
Revised June 6-7,2012
Approved July 7, 2012
Revised: June 3-4, 2013
Approved: June 4,2013
Revised: November 14, 2013

Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

School Name: Bainbridge Middle School	
School Mailing Address: 1301 East College Street	
LEA Name:	
LEA Title One Director/Coordinator Name: April Aldridge	
LEA Title One Director/Coordinator Signature:	**Date:**
LEA Title One Director/Coordinator Mailing Address: 507 Martin Street Bainbridge, GA 39817	
Email Address: aaldridge@dcboe.com	
Telephone: 229-248-2835	
Fax:	

Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

SWP/SIP Template Instructions

Notes:

- All components of a Title I Schoolwide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists all components/elements marked as "Not Met" need additional development.

- Please add your planning committee members on the next page.

- The asterisk (*) denotes required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).

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

Title I Schoolwide/School Improvement Plan

Planning Committee Members:

NAME	POSITION/ROLE
Austin, Letitia	Lead Teacher
Brock, Leslie	Social Studies Teacher
Cosby, Doris	Parent
Deal, Brandi	Language Arts Teacher
Fillingame, Dameca	Parent
Gadson, Bennie	Social Studies Teacher
Glass, Nicole	Special Education
Griffin, Fran	Social Studies Teacher
Grubbs, Susan	Reading Teacher
Harrell, Cynthia	Math Teacher
Hartsfield, Rebecca	Math Teacher
Inlow, Carol	7th Grade Math Coach
Lanier, D'Nena	Assistant Principal
Lewis, Mac	Career Awareness
Moorhead, Grace	Parent
Strickland, Alice	8th Grade Math Coach
Widner, Carol	Reading/Language Arts Coach
Wooden, John	Principal

SIP Components

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

Response:

A. **BMS developed a schoolwide plan** with participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved are listed on the chart located on the previous page. The members consisted of administrators, coaches, teachers, and parents. The school-wide comprehensive needs assessment was developed by academic and departmental teams focusing on individual areas of need in order to develop an advantageous plan encompassing all areas at BMS.

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

The SIP committee formed groups and examined:
  ➢ System and School non-negotiables
  ➢ Learning Criteria Data (both AYP and CCRPI),
  ➢ Balanced Scorecard
  ➢ Comprehensive Need Assessments developed by departments
  ➢ Student/Staff attendance
  ➢ Surveys (Parent and Teacher)
  ➢ Attendance and Behavior Data
  ➢ System and School Title 1 Parent Involvement Policy
  ➢ Title 1 funding
  ➢ Parent input

C. **We have taken into account the needs of migrant children and these are the procedures we would follow should those students be in attendance.**

Decatur County actively identifies migrant students by requiring the completing of the Occupational Survey upon registration at any school and by sending trained recruiters to visit work camps. After identification, migrant students are provided tutoring and instructional technology opportunities by Student Support Providers. SSP are available to translate for students and parents in written and verbal formats and to assist with family needs as they arise. PAC meetings are held during the school year and a Migrant Resource Center has been established at the Decatur County Student Support Center to help migrant families.

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

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

	AYP				CCRPI			CCRPI		
Year	**2011**				**2012**			**2013**		
Core Acad. Criteria	Indicator				Indicator			Indicator		
	School Perform.	**Prof. Rate**	**Bench-marked**	**Disaggregate Subgroups**	**State Performance Target**		**BMS Perf.**	**State Performance**	**Target**	**BMS Perf.**
					All Stds.	**Tgt.**		**All Stds.**	**Tgt.**	
Percent Met in Rdg	**All Students 91.3%**	**Met (Absolute Bar- 80%)**	**AYP Goal 80%**	**Hispanic** Met 89%	Hisp. 92.7		Met 94.1%	Hisp.	93.3	Met 94.1%
				Black Met 88%	State 93.4 / Black 89.6		Met 91.8%	State 94 / Black	90.6	Met 92.6%
				White Met 96%	Met / White 96.6		Met 96.9%	Met / White	96.9	Met 98.1%
				SWD Met 63%	BMS 95% / SWD 77.5		DNM 65.7%	BMS 95% / SWD	79.5	DNM 72.7%
				ED Met 89%	ED 90.5		Met 92.9%	ED	91.3	Met 93.7%
				EL Met 89%	El 86.1		DNM 72.7	EL	87.3	DNM 66.7%

BMS' 7th and 8th grade students exceeded the state performance target in reading for the past three years. Further breakdown of the reading scores depicted a deficit in the subcategories of Students With Disabilities (SWDs) and English Learners (EL). These two subcategories will be addressed further in this plan to guarantee improvement in reading and writing for next year.

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

Core Acad. Criteria	School Perform.	Prof. Rate	Bench-marked	Disaggregate Subgroups	State (2012)	Subgroup	Tgt.	BMS Perf. (2012)	State (2013)	Subgroup	Tgt.	BMS Perf. (2013)
AYP / **2011**					**CCRPI** / **2012**				**CCRPI** / **2013**			
Percent met in E/LA	**All Students 90%**	**Met** (Absolute Bar- 80%)	N/A		**All stds.**		**Tgt.**	**BMS Perf.**	**All Stds.**		**Tgt.**	**BMS Perf.**
				Hispanic — Met 94%		Hisp.	90.4	Met 94.3%		Hisp.	91.3	Met 92.1%
				Black — Met 86%	State 92.3	Black	87.6	Met 90.1%	State 92.3	Black	88.8	Met 89%
				White — Met 96%	DNM	White	94.7	DNM 94.3%	DNM	White	95.2	Met 97%
				SWD — DNM 48%	BMS 91.5	SWD	73.1	DNM 47%	BMS 91.5	SWD	75.6	DNM 61.6%
				ED — Met 87%		ED	87.9	Met 90.6%		ED	89	Met 90.7%
				EL — Met 88.5		El	82.5	Met 75%		EL	84.1	DNM 55.6%

Comparing data from 2012 to 2013, all six categories revealed progress from the previous year but as revealed above, a greater emphasis needs to be placed on writing and vocabulary. Strategies and implementations will be discussed further in the plan that addresses these two areas of need.

Core Acad. Criteria	School Perform.	Prof. Rate	Bench-marked	Disaggregate Subgroups	State (2012)	Subgroup	Tgt.	BMS Perf. (2012)	State (2013)	Subgroup	Tgt.	BMS Perf. (2013)
AYP					**CCRPI**				**CCRPI**			
Percent met in Math Standard	**All Students 73%**	**DNM =84.1**	**Goal 75.7%**		**All Stds.**		**Tgt.**	**BMS Perf.**	**All Stds.**		**Tgt.**	**BMS Perf.**
				Hisp. — 96%		Hisp.	85.1	DNM 82.1%		Hisp.	86.4	DNM 88.2%
				Black — 75%	State 85.4	Black	77.8	DNM 72.3%	State 86.8	Black	79.8	DNM 69.6%
				White — 87%	DNM	White	91.2	DNM 86.1%	DNM	White	92	DNM 87.3%

				SWD	40%	BMS 85.4%	SWD	66.8	DNM 32.8%	BMS 77%	SWD	69.8	DNM 33.4%
				ED	77%		ED	79.8	DNM 74.2%		ED	81.7	DNM 72.4%
				EL	89%		El	77	DNM 71.4%		EL	79.1	DNM 55.6%

Evidence clearly shows a need for improvement in all groups/subcategories in mathematics. The 7th and 8th grade teachers disaggregated CRCT data by strands and domains. The greatest area of need by domain was Algebra. Even though the data depicts positive gains in the domains of Number and Operations and Data Probability, there still remains needed improvement in all areas. With the evidence of need established a school-wide action plan has been written to address these specific areas of need. Greater detail about the action plan can be found further in this report.

Core Acad. Criteria	AYP Indicator					CCRPI Indicator			CCRPI Indicator		
	School Perform.	Prof. Rate	Bench-marked	Disaggregate Subgroups		State Performance Target		BMS Perf.	State Performance Target		BMS Perf.
				All Stds.			Tgt.	BMS Perf.	All Stds.	Tgt.	BMS Perf.
Percent met in Science Standard	All Students 79%		Goal %	Hispanic	89%		Hisp. 75.2	Met 88.4%		Hisp. 77.4	Met 86.2%
				Black	71%	State 78.4	Black 66.2	Met 79.1%	State 80.3	Black 69.3	Met 75.4%
				White	90%	Met	White 88.3	Met 93.1%	Met	White 89.3	Met 92.9%
				SWD	38%	BMS 79%	SWD 56.5	DNM 45.3	BMS 83%	SWD 60.4	DNM 40.4%
				ED	73%		ED 70	Met 81.7%		ED 72.8	Met 79.1%
				EL			EL 64.5	Met 66.7%		EL 67.8	DNM 55.6%

Science is a strong academic category at Bainbridge Middle School. A greater focus will be placed on Students with Disabilities and English Learners to bring these subgroups above the state performance target.

Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

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

Core Acad. Criteria	AYP 2011 Indicator					CCRPI 2012 Indicator				CCRPI 2013 Indicator			
	School Perform.	Prof. Rate	Bench-marked	Disaggregate Subgroups		State Performance Target			BMS Perf.	State Performance		Target	BMS Perf.
						All Stds.		Tgt.	BMS Perf.	All Stds.		Tgt.	BMS Perf.
Percent met in Social Studies	All Students 71%		Goal %	Hispanic	78%		Hisp.	73.6	Met 78.8%		Hisp.	76	Met 80.4%
				Black	62%	State 78%	Black	65.9	Met 70.3%	State 78%	Black	69	Met 71.2%
				White	82%	DNM	White	86.3	Met 86%	Met	White	87.6	DNM 86.5%
				SWD	37%	BMS 77.2	SWD	53.8	DNM 33%	BMS 78.4	SWD	58	DNM 35.7%
				ED	65%		ED	68.3	Met 72.2%		ED	71.2	Met 71.9%
							EL	62.7	DNM 25%		EL	66.1	DNM 11.1%

Even though improvement was shown in Social Studies from the previous year, a weakness in vocabulary, charts and data recognition decreased these assessment scores. A common needs assessment assisted in these findings and an action plan has been developed to correct this deficit.

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Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

*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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Total incidents
Events:
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| 12-13 Bainbridge Middle School 1301 E College Street, Bainbridge GA 39819 Generated on 06/03/2013 06:55:45 AM Page 1 of 1 | Behavior Summary Report All Grades Event Count (ascending) |

Context	Incident Count	Event Count	Participant Count
Not school hours - non school act	1	1	1
School hours - school act or trans	182	182	184
School hours	1216	1228	1252

Location	Incident Count	Event Count	Participant Count
Off campus	3	3	3
School-sponsored trans	182	182	184
On campus	1212	1224	1247

| 12-13 Bainbridge Middle School 1301 E College Street, Bainbridge GA 39819 Generated on 06/03/2013 07:05:58 AM Page 1 of 11 | Behavior Type Report Staff: All; Events: All Events All Roles Group by Submitted By Staff: 69 Events types: 52 Events: 1411 Students: 365 |

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Total resolutions
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| 12-13 Bainbridge Middle School 1301 E College Street, Bainbridge GA 39819 Generated on 06/03/2013 06:58:26 AM Page 1 of 7 | Resolution Summary Report All Grades Sort By Number of Resolutions Total Students: 364 Total Resolutions: 1464 |

| 12-13 Bainbridge Middle School 1301 E College Street Bainbridge GA 39819 Generated on 06/03/2013 06:40:24 AM Page 1 of 30 | Attendance Counts By Period All Grades Effective Date: 06/03/2013 Group By Period Date Range: 08/03/2012 - 05/23/2013 Total Count: >= 10 State: Absent Excuse: Unknown, Unexcused Excuse Codes: All Excuse Codes Total Students: 647 |

The above chart depicts behavior and attendance data, both of these areas are identified
weaknesses and will be addressed further in the plan. Approximately 1700 discipline reports
were generated at BMS during the 2012-2013 school year and 647 students had greater than or
equal to 10 period absences for the year. As House Bill 244 materializes, we want to maximize
time-on-task, and find creative ways to address discipline, and follow attendance protocols so
students are out of class the least amount of time possible.

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

E. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards and the State student academic achievement standard including

➢ Economically disadvantages students in the area of mathematics
➢ Students from the following Major racial and ethnic groups: Black, White, and Hispanic in mathematics,
➢ Students with disabilities in reading/language arts, math, science and social studies
➢ Students with limited English proficiency the past 2 years in reading and social studies but last year also had a deficit in language arts and science

F. The major strengths and weaknesses we found in our program are as follows:

• Reading – skills and vocabulary acquisition is a <u>weakness</u> that needs to be addressed in both grade levels. Due to the fact vocabulary affects all five subject areas it will be a high priority across the curriculum. Literary comprehension is improving marginally but remains an area in need of improvement. Information and Media Literacy are <u>strengths</u> in 7th and 8th grade.

• Language – writing is a <u>weakness</u> in both 7th and 8th grades. A greater emphasis on writing will be essential in 7th grade and writing across the curriculum in both grade levels should ensure improvement. The Research/Writing Process is an area of <u>strength</u> in both 7th and 8th grade.

• Mathematics – Data Analysis and Probability and Number and Operations are two identified areas of <u>weakness</u> in 7th grade while Algebra and Number and Operations are the two areas of <u>weakness</u> in the 8th grade. A marginal <u>strength</u> is Geometry in both the 7th and 8th grade.

• Science – in 7th grade Life Science, the greatest area of <u>weakness</u> is in Evolution, and 8th grade Earth Science the Energy and its Transformations domain is an area in need of improvement. Areas of <u>strength</u> in the 7th grade are Cells and Genetics and Interdependence of life. Structure of Matter in the 8th grade is their areas of <u>strength</u>.

• Social Studies - Government/Civics and History is the areas of <u>weakness</u> in 7th grade World History while Economics and Geography are areas of <u>weakness</u> in 8th grade Georgia Studies. Economics and Geography are two areas of <u>strength</u> in the 7th grade while Government/Civics is marginally better in 8th grade.

➢ The major <u>needs</u> we discovered were in math (Probability, Number and Operations and Algebra; in Reading/Language Arts vocabulary is a major need across all subject areas; in science (Evolution and Energy and its Transformations, in social studies (Government/Civics, Economics, and Geography).

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

➤ The <u>needs we will address</u> are in math, reading, language Arts, attendance and discipline.

➤ The <u>specific academic needs</u> of those students that are to be addressed in the schoolwide program plan will be mastery of vocabulary in all content areas, utilization of rubrics with writing, (review exemplars and design rubrics consistency when assessing student writing), utilize Literacy Design Collaborative (LDC) in science and social studies, in mathematics use Mathematics Design Collaborative (MDCs) to increase engagement, improve student and staff attendance, and decreasing student disciplinary issues that interfere with learning.

➤ The ROOTCAUSE/s that we discovered for each of the needs were as follows:
   a. Not all teachers were consistently implementing strategies and practices identified in a standard based classroom.
   b. Response to Intervention strategies need to be improved
   c. Student absenteeism and discipline at BMS are directly correlated to student learning
   d. School leadership is not consistently monitoring teaching and learning
   e. Parent and community involvement needs improvement

G. The following is the 45-60 day actions plan that will address the weaknesses/needs identified above. A more detailed action plan by department is located in the appendix.

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

Bainbridge Middle School 45-60 Day Action Plan –Non Negotiables 2013-2014

Goals	Actions, Strategies, Interventions	Timeline	Person(s) Responsible	Artifacts	Evidences	Progress
Implement **Research Based Strategies** in daily instruction	- Plan collaborative work opportunities for teachers(PLCs) and students(classroom instruction) - Book Study –Marzano highly engaged Classroom (Action for strategies – chapter 6) - Write lesson plans that include specific research based strategies noted in SIP - View Pd360 videos on effective use of strategies - Implement strategies activating, engaging and	August 2 – October 4	- classroom teachers - Lead Teacher -Academic Coaches -Principal -Assistant Principal	-Lesson Plans -PLC summary/agendas -informal observations -formal walkthroughs -PD360 reports -Observation 360 reports	- reports - documentation of feedback -data	Higher order instructional strategies , more rigor, increased student involvement, increased student responsibility for learning

*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.						
	summarizing strategies daily					
Increase **student** engagement	- Increase student use of technology - Implement purposeful flexible grouping routinely - Implement research based strategies - View Pd360 videos on student engagement	August 2- October 4	- classroom teachers - Lead Teacher -Academic Coaches -Principal -Assistant Principal	-lesson plans -walkthroughs -feedback	-Observation 360 reports	
Effectively implement **Co-Teaching** Model	-Responsible persons attend Professional Learning Session (Fall) -implement opportunities for planning -implement strategies discussed in training	August 2- Octoober 4	-classroom teachers -spec. Ed teachers	Walkthroughs -documentation of feedback	-Observation 360 reports	
Increase **monitoring** of instructional practices	- OBS 360/PD 360 Minimum of 5 monthly	August 2 – October 4	Administrators Lead Teacher	OBS 360 reports - PD 360 reports	- Documentation of follow through - OBS 360/PD 360 reports	

*2.   Schoolwide reform strategies that are scientifically researched based.

The Decatur County School System has mandated 3 Non-negotiables for all schools which are as follows: **Research Based Strategies** will be used in daily instruction; increase **student engagement** in all classrooms, effectively implement the **Co-Teaching Model**; and increase **monitoring** of instructional practices.

2(a).   Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.

A. *Response:* The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standard are the following:

➢ Implementing **Research Based Strategies** by preparing collaborative work opportunities for teachers (PLCs) and students (classroom instruction). Included in teacher lesson plans are specific research based strategies. Examples of instructional strategies to improve student achievement by Marzano, Pickering, and Pollock include:

   a. Identifying similarities and differences
   b. Summarizing and note taking across the curriculum
   c. Reinforcing effort and providing recognition
   d. Homework and practice
   e. Representing knowledge
   f. Learning groups
   g. Setting objectives and providing feedback
   h. Generating and testing hypotheses
   i. Cues, questions, and advance organizers

➢ Increasing **student engagement:** BMS will complete a book study, "The Highly Engaged Classroom" by **Marzano** in which he states each of these factors defines student engagement: motivation, engagement, attention, interest, effort, enthusiasm, participation, and involvement. Marzano's book helps by creating a consistent and clear definition of student engagement encompassing:

   • Emotions: "How do I feel?" -- discussed in Chapter 2
   • II. Interest: "Am I interested?" – discussed in Chapter 3
   • III. Perceived importance: "Is this important?" – discussed in Chapter 4
   • IV. Perceptions of efficacy: "Can I do this?" – discussed in Chapter 5

➢ BMS Co-Teachers will participate in professional development classes in early August that will enrich and enhance their abilities to co-teach with success. BMS will implement SALRE's Project: "Co-Teaching Practices in Georgia". These 6 approaches to co-teaching will ensure success.

   • One Teach/One Observe
   • One Teach/One Assist

2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.

- Station Teach
- Parallel Teach
- Alternative Teach
- Team Teach

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

B. *Response:* Following (or in our appendices) are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies.

DOK

Cooperative Learning Groups	Language for Learning
Real World Application	iLearn – iPass; iMods
Word Walls	Read 180
The Highly Engaged Classroom	ELlis
WIDA	Flexible Learning Programs
Writing Focus – Write Traits	BYOD
AIMS-Science	OAS
Connections/Scheduling	TKES/LKES
Accelerated Reading/STAR Reading	Co-Teaching
21st Century before and after school	OBS 360/PD 360; Teacher Effectiveness
ABE	Academic Coaches
CLASS Keys	Examining Student Work

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

C. *Response:* We will increase the amount and quality of learning time by

CCGPS and Standards Based Classroom
STEM
BYOD – student instructional technology; online course requirement
21st century before and after school tutoring; summer school
Migrant Student Support Providers – in class tutoring and Migrant Summer School (PK-8)
EL classes
Special Education: co-teaching; differentiated learning, etc….
ABE and Opportunity Room
Scheduling for remediation
Master Schedule – block scheduling, team teaching, ability groups, etc.
RTI/ Progress Monitoring
IEP

2(c). Use effective instructional methods that increase the quality and amount of learning time.
Boot Camp plans Flexible Learning Programs

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: **Homeless** - **McKinney Vento Program**

If your family lacks a fixed, regular and adequate nighttime residence and is forced to live in any of the following situations:

- Sharing the housing of other persons due to loss of housing, economic hardship, Or a similar reason (example: evicted from home, etc.).
- In a motel.
- In an emergency or transitional shelter.
- Have a primary nighttime residence that is not designed for or ordinarily used as a regular sleeping accommodation for humans (car, park, or campsite)

Then your children <u>may</u> have the right to:

- ❑ Enroll in school without proof of residency, immunization, school records, or other documents.
- ❑ Choose between their school of origin or the school zoned for where you are currently living, when feasible.
- ❑ Receive transportation to school.
- ❑ Attend school and participate in school programs with children who are not homeless. Children cannot be separated from the regular school program because they are homeless.
- ❑ Receive all the school services available to other students.

Section 504 - is a civil rights act prohibiting discrimination based on disability. It was enacted to eliminate barriers that exclude persons with disabilities. Section 504 applies to all agencies that receive federal funds, including public schools. In the Decatur County School System, all staff and administrators have the responsibility of ensuring that all students with disabilities are identified, evaluated and provided with needed accommodations and services, resulting in a free appropriate public education (FAPE). Section 504 is enforced by the U.S. Department of Education, Office of Civil Rights. Public school districts have the duty to provide FAPE to all qualified disabled students. FAPE must include an education designed to provide educational benefit despite the child's disability. It must be at no cost to the parent and it must be provided in an environment that affords the greatest exposure to nondisabled peers.

    Section 504 protects an individual who has a mental or physical impairment which substantially limits one or more major life activities (MLA), has a record of such impairment, or is regarded as having a physical or mental impairment. An MLA might include caring for one's

self, performing manual tasks, walking, seeing, hearing, speaking, breathing, working, or learning. It protects students when their disabilities limit their ability to attend, participate in, or receive benefit from their education. These provisions protect individuals with disabilities who are and those who are not eligible under IDEA.

Gifted - A student who demonstrates a high degree of intellectual and/or creative ability(ies), exhibits an exceptionally high degree of motivation, and/or excels in specific academic fields, and who needs special instruction and/or special ancillary services to achieve at levels commensurate with his or her abilities. **Consent**. The LEA shall obtain written consent for testing from parents or guardians of students who are being considered for referral for gifted education services. The LEA shall obtain written consent from parents or guardians before providing gifted education services to students determined to be eligible for services. **Eligibility** criteria for placement in this program are based upon State Board of Education Rule 160-4-2-.38. Students are evaluated in the areas of mental ability, achievement, creativity, and motivation. Students must qualify in three of the four areas in order to be eligible for gifted services. **Goals** of the Decatur County Gifted Program are congruent with the guidelines set forth by the Georgia State Department of Education.

1. To identify at every level in every school those children who are gifted; 2. To provide an educational program which will enable gifted students to capitalize on their unique abilities, talents, interests, and needs; 3. To provide academic enrichment and acceleration for gifted students.

The **Migrant** Education Program (MEP) is a federally funded program designed to support comprehensive educational programs for migrant children to help reduce the educational disruption and other problems that result from repeated moves. Decatur County serves eligible migrant students ages 3-22. Eligible students are identified by completed Occupational Survey and family interview. Upon eligibility, students are served with academic tutoring and support services as needed by Student Support Providers.

Migrant Parents are encouraged to attend scheduled Parent Advisory Council Meetings to gain additional understanding of the Migrant Education Program. For more information, please contact Dr. April Aldridge at 229-248-2836.

The **Special Education** Department meets the individual needs of students ages three through twenty-one who are eligible for special education and related services according to the Individuals with Disabilities Education Act (IDEA). The department assists in the assessment process for determining special education eligibility.

A full continuum of services is available, ranging from the least restrictive to more restrictive environments, depending on the specific needs of the student. The department also supports schools in ensuring students with disabilities appropriately access the Georgia Performance Standards and provides specialized instruction as determined necessary by the individualized

education plan (IEP).

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*3.   Instruction by highly qualified professional staff.

The Decatur County Human Resources Department strives to hire, retain, and compensate employees commensurate with the skills and abilities to accomplish the purpose and goals of Decatur County Schools. The Human Resources Department maintains the personnel data based and ensures that 100% of teachers are highly qualified. Decatur County Schools does not employee teachers that are not highly qualified and our school and county will continue to hire teachers and/or paraprofessionals that are highly qualified based on the standards established by the State of Georgia. If there were ever a situation where students were not being instructed by a highly qualified teacher or long-term substitute, parents would be notified in writing. Bainbridge Middle School employees 100% highly qualified teachers and paraprofessionals.

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

   A. *Response:* We will provide instruction by highly qualified teachers who meet the
      standards established by the state of Georgia. (Use HiQ Report and school staff roster.
      Indicate how certification deficiencies are being addressed.)

The Human Resources Department for Decatur County Schools verifies and monitors the certification and highly qualified status of our employees. The System conducts an annual needs assessment that addresses recruitment of HiQ teachers. A recruitment plan has been developed by the HR Department that includes but is not limited to the strategies noted below:
   • Teachers, paraprofessionals and leaders who meet the definitions of Highly Qualified and
     who can obtain certification from Professional Standards are hired first.
   • Alternate routes to certification are pursued and/or expanded.
   • Individuals with strong content knowledge in hard-to-fill subjects are sought and
     encouraged to enter the profession.
   • Teachers are assigned to content areas in which they are HiQ.
   • Principals will eliminate practices that allow veteran teachers to select plum assignments
     and which paired novices with the most challenging students.
   • Recruitment incentives will be reviewed and implemented where possible.
   • Prospective talent will be directed to or matched with high poverty or struggling schools.
   • The practice of avoiding the transfer of ineffective teachers will be continued.

Title IIA funds are used by the HR Department to attend job fairs and similar events as one strategy in teacher recruitment. As a result of these efforts and in conjunction with planning and implementation, Decatur County Schools successfully recruits highly qualified, effective teachers and make equitable placements so that all students in all classrooms, programs, and schools have HiQ effective teachers with equivalent teaching experience. In a grow-your-own concept, the high school operate a Teacher Cadet program which provides high school students with a knowledge based and hands on opportunity to work with student in lower grade prior to

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

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

Response:

A. We have included teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the <u>root causes of our identified needs</u>. For example:

Decatur County Schools engage in a comprehensive needs assessment process annually that includes school/system record review, the development of actions plans, and online staff surveys designed to collect information regarding the professional learning needs of all staff with a specific emphasis on meeting the diverse needs of all student groups. Yearly professional learning surveys provide the system and school with data that indicates areas that teachers need additional support and training. In addition to survey results, completion of our needs assessment identified weak areas in which improvement is needed and the team determined strategies and the staff development needed to address these areas.

BMS is dedicated to student achievement. Channeling and developing active learners, as well as acquiring new knowledge and skills are the primary goals of our school. A multitude of instructional tools have been implemented to build a foundation to motivate young learners for the future. Professional Development 360 (PD360) allows the BMS staff to easily integrate professional leaning into their schedule without the inconveniences of missing instructional time. PD 360 articles or videos can be assigned by an administrator if a weakness is noted, or teachers may voluntarily seek assistance in an area of need. PD 360 encompasses a myriad of instructional tools available to all. Observation 360 (OBS360) is an evaluation tool used by administrators to give immediate feedback to teachers instead of waiting days to receive feedback. Administrators will be completing weekly walkthroughs utilizing PD360 and OBS360 to improve instruction, student engagement, and classroom management at BMS. Monthly reports will be completed to track and assist administrators and teachers toward continual improvement.

B. We have aligned professional development with the State's academic content and student academic achievement standards . . .

At Bainbridge Middle School, our Professional Development will be designed to support continuous improvement and to increase student achievement. The following Professional Development topics have been planned for the 2013-14 school year:

*Book Study of Marzano and Pickering's "The Highly Engaged Classroom" – a self study text that provides in-depth understanding of how to generate high levels of student attention and

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

engagement.
*OBS 360 and PD 360 - ongoing throughout the year
 * ACCESS/WIDA – Mrs. Lindsey Jarrett and Dr. April Aldridge during preplanning –
instructional strategies and suggestions
*Differentiation – Letitia Austin/ RESA Focus Rep.
*Student Engagement/Research Based Strategies – Mrs. Austin/ RESA Focus Rep.
*Standards Based Classroom/CCGPS – Administration - ongoing
*Fitness Testing – Mrs. Marion Bush - Annually assess all students in PE classes, electives as
well as personal fitness. (All PE classes at MS level begin with the number 36.0000)
*STEM – Mrs. McGlincy/ Marc Siciliano of TIES.
*Professional Learning Communities - weekly afterschool meetings
CLASS Keys – TKES and LKES – 7/22-8/2 in Columbus – Redelivery TBA
Flexible Learning Program (FLP) – Mr. Mike Lewis – preplanning
ABE – Mr. John Wooden - preplanning
RTI – Susan Lanier
21st Century Before/After School – Dr. Lanier - preplanning
Math Academy – Cindy Harrell Redelivery
Leadership Academy – Administration redelivery
Strategies for Successful Co-Teaching – Mrs. Gossett
Assessment- Common Core Co-Teaching in the Classroom – Mrs. Gossett
Math in the Fast Lane - Suzy Pepper Rollins – Math Coaches - redelivery

    C. We have devoted sufficient resources to carry out effectively the professional
        development activities that address the root causes of academic problems. For example . .
        . (money, time, resources, instructional coaches)
Title I funds in conjunction with local and state LEA funds provide money, resources, and
instructional coaches as designated for most professional learning courses. Scheduling with
respect to time and location are facilitated at the school and county level to maximize
professional learning opportunities.

    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 . . .
Teachers have been included in developing activities addressing 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. Teachers will be trained in the testing administration of all
state and local assessments required for each grade level. These include but are not limited to:
GKIDS, CRCT, GIA, and county wide benchmark assessments. Teachers also meet with
professional learning communities that include teachers, administrators, lead teachers, and
instructional coaches to review and interpret data. System wide, schools will be engaged in
professional learning communities focused on Examining Student Work for the 2013-2014

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

*5.   Strategies to increase parental involvement.
Response:

A. We have involved parents in the planning, review, and improvement of the comprehensive schoolwide program plan by inviting parents by letters, one-call-now, flyers, and marquee. Parents were asked to express their ideas, suggestions, and concerns during the school improvement/parent involvement meeting. The parents expressed concerns about the following: dress code – both students and faculty, cell phone policy – both students and faculty, lockers – what guidelines – some can/not allowed, assignments posted to web should be updated, the homework/classwork should match the teacher website, electronic books - do all subject have them and are the disk sent home, agendas – parents want usage mandated, surveys – some of the wording was difficult to understand, worries and concerns about cat chat was also discussed.
Parents assisted us with examining our assessment data, gave feedback, and agreed with our steps toward improvement. They also expressed concerns about the following: dress code for students and teachers, locker policy creating problems – fighting, unauthorized items, mesh bags and safety, mobile phone policy for teachers and students, consistency, electronic books instead of hardbound books, and greater utilization of agendas.
.

B. We have developed a parent involvement policy included in our appendices that
  ➤ includes strategies to increase parental involvement (such as family literacy services) and communication
  ➤ describes how the school will provide individual student academic assessment results, including a interpretation of those results
  ➤ makes the comprehensive schoolwide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)
  ➤ compacts required – include with policy
  ➤ Parent Involvement checklist included

A copy of the Parent Involvement Plan and the Parent/Teacher/Student Compact is located in the appendix.

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

A. Transition plans for students entering middle school or high school and entering form private schools plus students entering our school throughout the school year . . . two transition nights for Hutto students (upcoming 6th graders) were planned in order for

parents to feel more at ease with transitioning to a larger school. The dates for our transition night were April 26, 2013 and July 16, 2013.

HMS/ BMS – 4th to 5th grade and 6th to 8th grade; school presentation for chorus and band

BHS – Bearcat Basics

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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:

A. The ways that we include teachers in decisions regarding use of academic assessment are. BMS is committed to improving student learning by analyzing data in order to plan for the future. Data will depict the current and future needs of students, parents, teachers, school and community, verify if all subgroups are being successful, define gaps and root causes, show how well the new processes being implemented meet the needs of parents, students, teachers, and the community. Homeroom teachers and co- teachers meet weekly to plan lessons, and review student data. At BMS data is continually being examined through the following: student assessment reports every 4 and ½ weeks, benchmark tests, chapter and unit tests, reports from on-line instruction, formal and informal assessments, "Focus" student reports, A-3, SST, 504, and IEP reports. Paraprofessionals work very closely with the homeroom and co-teachers and assist not only with academics but develop helpful relationships with the students they come in contact with daily. The data mentioned above will be examined for effectiveness of the instruction and their reformation efforts.

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

Response:

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

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

Bainbridge Middle School will coordinate Title I with federal, state, and locally funded programs including but not limited to: English Learners Program, Migrant Education, Early Intervention Program, Response to Intervention, Special Education, School Social Workers, Homeless Liaison, PreK, Head Start, 21st Century, PTO Organizations, Adult Education, Parent Engagement and Family Literacy. Title I funds will be used to enhance the overall academic

experience for all students in all programs. The coordination at the school level will focus on students who did not meet target requirements in (subject(s) areas). Those subgroups will be targeted to help increase overall student achievement.

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

Title I funds will be used to enhance standards based instruction, CCGPS implementation, the intervention process, and professional learning in identified areas. Students in subgroups identified in the needs assessment, who are not meeting standards or who are at risk of not meeting standards will be involved in the RTI process. To assist students who fall in these categories, BMS will use feedback, assessment, and differentiation to support and adjust instruction as necessary. Title I funds will also be used to fund the following:

Employs thirteen highly qualified paraprofessionals to assist teachers in working with students in small intervention groups and in classrooms. The paraprofessional are assisting students in the regular academic, connections, media, in-team suspension, and self-contained classrooms and students with specific needs (deaf, etc).
Employs forty-eight highly qualified teachers to reduce the class size
Employs three academic coaches (reading/language arts, science, and math) to target content areas. Coaches will work to provide assistance with the identification of students, provision of instructional strategies with teachers, and a collaborative effort to ensure that academic curriculum remains rigorous
Extend professional learning activities related to examining student work
Extend professional learning on standards based classroom using PD 360/OBS 360

Increase parental engagement through school and county parental workshops that will assist parents in helping their student achieve in the classroom. Four workshops planned are "Technology Take-Out in August, Math-in-Motion in October, Rockin-n-Writin and Wax Museum in November.
Increase parent communication through the provision of weekly/daily folders and/or agendas

Title I funds will be used to supplement other state and local funds to purchase technology resources. Technology purchases will be focused on research-based programs and hardware to further engage students in learning while meeting the diverse learning styles of students. Increased focus on instructional technology and student use of technology.

Title I-C funds will be used to provide instructional support to Migrant students. Title II funds will be used in the district for professional learning and class size reduction. Title III funds will be used to provide supplemental supplies and services to our EL students. State and federal funds (IDEA and VI-B) will be used to pay for the excess costs of providing special education and

related services, including instructional salaries, materials, equipment and professional learning, for children with disabilities. Homeless students will also be provided the assurance of a fair and equitable education.

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.

The Federal Programs Director will continue to work to ensure that all Title I programs are integrated and do not conflict with other federal programs and laws. Where applicable, this plan was developed in coordination with federal laws and programs including but not limited to 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.

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

Classroom teachers will get students' spring test results during pre-planning. SLSD will be a valuable resource for teachers to see their students' needs, strengths and weaknesses. Students will continue to receive additional assistance from the 21st Century Community Learning Center Program before and after school Special Education students will continue to receive instruction based on their IEPs. In the regular classroom, teachers will provide differentiated instruction and small group instruction to meet students' needs. Students who have had repeated difficulty in math will be eligible for a Flexible Learning Plan (FLP) utilizing the iPass program. Title I funds/resources are utilized to ensure students who are economically disadvantaged receive additional support as determined by analysis of school and student data.

9(a). Measures to ensure that student difficulties are identified on a timely basis.

Throughout the year, teachers will continue to assess students' progress by analyzing data from state tests, teacher assessments, benchmark tests, and other pertinent records. Student progress will be discussed weekly at the Professional Learning Communities (PLCs). Lesson plans will include various methods of assessments that school can help students be successful. Examples include, but are not limited to differentiated reading and math instruction; timely and specific feedback; and using formative and summative assessments within the grade levels and classrooms. Frequent monitoring of SST, IEP's and 504 ensures Free and Appropriate Public Education for all students. Teachers will use a variety of programs to target student difficulties The following are examples of programs used:

> Teachers use A3 (an online RTI software) to flag students who are failing, design & track interventions, and record communication with students/parent/other staff. A3 also flags students who failed to pass state assessments and courses during the preceding year so that teachers know which students to monitor at the beginning of the year/9 weeks/semester.

> Reports are run from Edusoft or student response system software to disaggregate data on formative assessments.

> Reports from Infinite Campus can be run on grade performance on a periodic basis to see which students are failing or at-risk of failing.

> Pyramids of Intervention –those students identified as needing assistance will be monitored through the Student Support Team and moved to a different Tier after a period of progress monitoring if improvement is not observed.

> 21st CCLC - this program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The hours at BMS are 7:00-8:00 A.M. Monday through Friday, and 3:30-5:30 P.M Monday through Thursday. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.

> A3 - A3 Education Software is a powerful, fully integrated data assessment software system, used at BMS. The A3 system offers solutions for educators to: diagnose problems, recommend solutions, communicate to parents and school district members, and help students learn more effectively.

> SLDS - is access to an **electronic permanent record** our teachers use instead of going to the office to search for student records. With a click of a mouse, the teachers can view individual student profiles, enrollment history, attendance history, assessment scores, and much more.

> FLP - U. S. Department of Education (US ED)and the Georgia Department of Education (GaDOE) approved a waiver that allowed local educational agencies (LEAs) greater flexibility in designing a flexible learning program tailored to the needs of their school and will have the capacity to serve more students in need for additional academic support. iPASS is the program chosen to supply the additional academic support. IPASS is a computer based program that assesses the individual student's strengths and weaknesses, prescribes and instructs in the weak areas. Numerous reports are easily obtained to continually monitor student's progress, time on task, concerns, etc.

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

Training for teachers is continual and includes:
> A3 training is scheduled for staff in the fall and is provided on a routine scheduled basis each month as both a means of enhancing teacher skills and of monitoring practices.
> Edusoft training and training on software for student response systems is scheduled on an as

> needed basis and provided by academic coaches, in-house experts and through contracted services.
> PD360 training is offered through study groups and individual basis if needed.
> At weekly Study Group sessions, different areas of Learning Criteria are examined, CLASS KEYS, accommodations for SW/D's, EL and migrant students as well as other areas.
> Co-teaching classes training by the Special Education Director in August will guarantee a team effort to assist all students who have difficulty in any subject.
> At the beginning of the year a refresher course will be taught by administration on data analysis and the use of SLDS.
> RESA will assist in more DOK training for all teachers
> Marc Siciliano of TIES training will continue for greater effectiveness of time and money in the STEM program.
> OBS 360 and PD 360 - ongoing throughout the year
> ACCESS/WIDA – Mrs. Lindsey Jarrett and Dr. April Aldridge during preplanning – instructional strategies and suggestions
> Differentiation – Letitia Austin/ RESA Focus Rep.
> Student Engagement/Research Based Strategies – Mrs. Austin/ RESA Focus Rep.
> Standards Based Classroom/CCGPS – Administration - ongoing

9c).   Teacher-parent conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to the student at the school or n the community.

When classroom interventions are not sufficient to meet student needs, teachers at BMS will contact the parents, hold a parent/teacher conference, and the teacher will give suggestions on how to provide more support at home. Teachers will provide the instructional support or materials that parents need at home to help the child. All conferences that are held by teachers at BMS will have an agenda and sign-in sheets for all parties involved. There will be notes taken at the conference on what areas that need to be improved upon, and what strategies that will take place to improve in these areas. Teachers at BMS are required to keep an open line of communication with parents when students are struggling, but also when students are performing well. Teachers will update the Infinite Campus teacher pages, calendar of events, content map, assignments and rubrics to aid one-on-one communication from school to the home.

   The Response to Intervention process will continue to be fully implemented at BMS. The RTI process consists of Tier I, Tier II, Tier III, and Tier IV, which progressively provides more support and interventions for the students who are experiencing difficulty meeting standards. Students who are at risk of not meeting standards, or who are not meeting standards will be in Tier II of the RTI process. A3 will be used to document information on students. Teachers will hold meetings, which consist of the classroom teacher, another team member, Administration and/or Counselor, and the student's parent will be invited to attend meeting. Interventions to support students will be put into place and progress will be monitored. Struggling students in Reading and/or Math will be offered after school tutoring, which will be funded by 21st Community Learning Centers (CCLC).

If the student continues to experience difficulty, then the process will move to Tier III and further support will be provided by the Student Support Team (SST), where additional interventions will be put into place. The SST will consist of teachers from the team, SST coordinator, administrator, and parents. These conferences will outline what services will be provided for the student at school, what parents can do to help at home, and additional services that can be provided in the community. Students may be referred for further diagnostic testing and may qualify for Tier IV of the RTI process and receive Special Education services, or other appropriate services.

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

Parents/ Guardians of BMS students will be provided frequent assessment information. Parents will be able to access student information by using the Parent Portal on Infinite Campus. BMS students will be provided 4 and 1/2 week progress reports, which will communicate student progress. Students will receive progress reports every nine weeks, and the dates that they will receive these reports are posted on the system calendar and will be posted on the school marquee. The use of Edusoft depicting benchmark tests will show student progress toward mastery of standards. Conferences will be held throughout the year, but parents and teachers may request a conference at any time they feel it is necessary.

. Write Score, a mock writing test, will be given to all 7th and 8th grade students on October 25th in preparation for the Eighth Grade Writing Assessment (EGWA) in January. The results from the mock writing test will assist teachers in knowing students' strengths and weaknesses in Ideas, Organization, Style, and Conventions.

CRCT results for the statewide assessments will be sent home with students on the day that is designated by the system. An interpretation guide for parents will be included in the report. Parents will be encouraged to come in for a conference with a teacher or administrator if more explanation is needed. Once results are received, parents will be notified of options for students to avoid retention if the assessment test was not passed. Remediation will be provided to the students and they will be re-tested prior to the end of the school year. When the re-test results are received, parents will be notified by mail. Promotion/retention meetings will be held to decide options for the subsequent school year. All interpretations of scores will be provided in native languages. At the beginning of each school year a Parent Teacher Organization (PTO) meeting will be held so that the administration will explain the previous year's CRCT results and the school's academic status.

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

Teachers administer tests that are mandated by the county as well as the sate. All tests are governed by the same testing procedures that are outlined by the county testing coordinator and carried out by the school test coordinator. Both county and state test are used in collecting data to raise student achievement. Classroom exams and benchmark exams are analyzed often using

Eudsoft to disaggregate data. State assessment data are downloaded by District Test Coordinator and Assistant Superintendent for Curriculum and are loaded to Infinite Campus and are put into spreadsheets with filters/subtotals/freeze panes so they can be manipulated by leaders, support and instructional staff. Academic coaches provide additional assistance in data reports and reviews. As noted earlier, training on the use of reports from Edusoft, READ 180, E2020, Rosetta Stone, iPass, My Reading Coach, OBS 360, and other software has been provided (use programs that are applicable). State and local scores are disaggregated at the state, county and school levels. These scores are used to help improve instructional, student achievement, and the curriculum. The State Longitudinal Data System (SLDS) is also utilized as a tool for ongoing analysis of data by system leaders, building leaders, and individual teachers.

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

The statistical validity and reliability of state assessments are maintained by the Georgia Department of Education. (Counselors, school test coordinators) meet with teachers and staff to train on test security and administration in order to ensure that testing results will be representative of student learning. Test data is maintained in a database format as well as in spreadsheets in order to keep data shared between schools and the central office as secure as possible. Teachers and staff are continuously trained for each test to make sure that the results are statistically valid and reliable. All administration, storage, and coding procedures will be followed to insure test security and proper administration of the test. Test data will be handled in a confidential manner at the system and school levels. When assessment results are received they are analyzed to ensure that coding is accurate and that students are identified in the correct subgroups.

13.	Provisions for public reporting of disaggregated data.

Annual State and Local Assessment and Balanced Scorecard data is presented to the local Board of Education and shared with the local media simultaneously. This information is shared with stakeholders annually at the beginning of the school year and links are posted to the school and Decatur County website. Parents are notified annually of a school's academic status based on state accountability criteria by a letter in the student handbook. Parents are also provided information on attendance, state and local assessments, and balanced score card data at School Improvement Sessions and parent meetings throughout the year.

14.	Plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program.

Bainbridge Middle School revises its plan annually so that continuous improvement can be made at the school. The plan for the 2013-14 school year was created using data from 2012-13.

Teachers and parents were a part of creating the school wide plan. This plan was reviewed by all faculty members and will be submitted to the Federal Programs Director. This plan will continue to be reviewed throughout the school year and revised on as needed basis.

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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).

The Bainbridge Middle School plan has been developed with the involvement of community and internal stakeholders and has been vetted with a larger group of the same.

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

A copy of the plan will be on file with the Federal Programs Director and will be housed in the Parent Resource Center located at the Decatur County Student Support Center. In addition, a hard copy of the plan for public review will be available at each individual school parent resource center, in the front office, at any PTO meeting or parent event, and on-line through a link to our website.

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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.

Translated documents will be provided upon parent request. A copy of the translated document may be reviewed at the school parent resource center. All documents posted to the website are available for translation into other languages.

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

This plan is subject to the school improvement provisions of Section 1116 of NCLB. State academic assessments and other indicators are used to annually review the progress of the school to determine whether adequate yearly progress is being made.

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Appendix

Bainbridge Middle School 45-60 Day Action Plan –Non Negotiables
2013-2014

Goals	Actions, Strategies, Interventions	Timeline	Person(s) Responsible	Artifacts	Evidences	Progress
Implement **Research Based Strategies** in daily instruction	- Plan collaborative work opportunities for teachers(PLCs) and students(classroom instruction) - Book Study –Marzano highly engaged Classroom (Action for strategies – chapter 6) - Write lesson plans that include specific research based strategies noted in SIP - View Pd360 videos on effective use of strategies - Implement strategies activating, engaging and summarizing strategies	August 2 – October 4	- classroom teachers - Lead Teacher -Academic Coaches -Principal -Assistant Principal	-Lesson Plans -PLC summary/agendas -informal observations -formal walkthroughs -PD360 reports -Observation 360 reports	- reports - documentation of feedback -data	Higher order instructional strategies , more rigor, increased student involvement, increased student responsibility for learning

	daily					
Increase **student engagement**	- Increase student use of technology - Implement purposeful flexible grouping routinely - Implement research based strategies - View Pd360 videos on student engagement	August 2-October 4	- classroom teachers - Lead Teacher -Academic Coaches -Principal -Assistant Principal	-lesson plans -walkthroughs -feedback	-Observation 360 reports	
Effectively implement **Co-Teaching** Model	-Responsible persons attend Professional Learning Session (Fall) -implement opportunities for planning -implement strategies discussed in training	August 2-Octoober 4	-classroom teachers -spec. Ed teachers	Walkthroughs -documentation of feedback	-Observation 360 reports	
Increase **monitoring** of instructional practices	- OBS 360/PD 360 Minimum of 5 monthly	August 2 – October 4	Administrators Lead Teacher	OBS 360 reports - PD 360 reports	-Documentation of follow through - OBS 360/PD 360 reports	

School Keys Strands	Actions, Strategies, Interventions	Timeline/When will target be reached?	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	**Evidence**
Curriculum, Instruction	Increase Writing: • Professional Learning (PD360) • Analyze Student Work • Writing Across Curriculum— RACES for constructed responses • Teach narrative, informative, argumentative/persuasive genres through CCGPS ELA units • Use Teacher Resource Notebooks to focus on the following G8WA domains: 1. Ideas 2. Organization 3. Style	August 2013-May2014		Teachers Coaches	PD 360 Reports RACES organizers, checklists Student writing samples	Writing Folder w/writings from all subjects and lessons taught from Teacher Resource Notebook

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School Keys <u>Strands</u>	Actions, Strategies, Interventions	Timeline/When will target be reached?	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	**Evidence**
Assessment	Increase G8WA performance by administering practice writing test in grades 5-8 using *Write Score* diagnostic assessment.	7th-8th Grade in October, 2013 5th-6th Grade in January, 2014	$6,000 SIP funds	Teachers Coaches Guidance	Agendas, minutes, sign-in sheets from *Write Score* administration meeting(s)	*Write Score* data reports received by each administering teacher
Curriculum, Instruction	Align rigor of standards to instruction and assessment • DOK questioning focused at levels 2 and 3 for extended and short texts, focused at levels 3 and 4 for performance-based assessments in CCGPS ELA units • PD360 (if available)	August 2013- May 2014		Teachers Coaches	Ob 360 Reports Coach Notes Course maps Unit Plans	Walk-throughs Lesson Plans Aligned assessments

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Bainbridge Middle School ELA Dept. Short Term Action Plan 2013-2014
45-60 Days

SMART Goal:

School Keys Strand	Actions, Strategies, Interventions	Timeline	Person(s) Responsible	Artifacts	Evidences	Progress
Curriculum	Increase Writing: • Professional Learning (PD360) • Analyze Student Work • Writing Across Curriculum—RACES for constructed responses	Aug.-Oct.	Teachers Coaches	PD 360 Reports RACES organizers, checklists	Completion of PD 360 assignment Writing folder w/writings from all subjects	
Curriculum, Instruction	Increase G5WA and G8WA performance • Teach narrative, informative, argumentative/persuasive genres through CCGPS ELA Units • Use *Teacher Resource Notebooks* (compiled from *Write Score* lessons) to focus on the following G8WA domains: 1. Ideas 2. Organization 3. Style	Aug.-Oct.	Teachers Coaches	Student writing samples	Writing folder w/specific evidence of genres and lessons taught *from Teacher Resource Notebook*	

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School Keys Strands	Actions, Strategies, Interventions	Timeline/When will target be reached?	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
Curriculum: **Improve Comprehension Information Media Literacy**	Instructional routines: Think-pair share, numbered heads, Idea Wave, Anticipation Guides, vocabulary Routines, DOK questioning focused					
	Levels 2 and 3 for extended texts and short texts, focused at levels 3 and 4 for performance based assessment in CCGPS Units *RACES acronym graphic organizer for constructed response in all subjects					
Improving student comprehension in Vocabulary Acquisition	Greek and Latin roots/affixes books Vocabulary from CCGPS units Vocabulary routines Students maintain personal spelling/conventions					