Georgia Department of Education
Title I Schoolwide/School Improvement Plan

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: JW Stewart Middle School		**District Name: Douglas County**
Principal Name: Robyn Scott		**School Year: 2016-17**
School Mailing Address: 8138 Malone Street, Douglasville, GA 30134		
Telephone: (770) 651-5400		
District Title I Director/Coordinator Name: Lisa Dunnigan		
District Title I Director/Coordinator Mailing Address:		
Email Address: Lisa.Dunnigan@douglas.k12.ga.us		
Telephone: (770) 651-2150		
ESEA WAIVER ACCOUNTABILITY STATUS (Check all boxes that apply and provide additional information if requested.)		
Priority School		**Focus School**
Title I Alert School		
Principal's Signature: Robyn Scott		**Date: 9/12/2016**
Title I Director's Signature:		**Date:**
Superintendent's Signature:		**Date:**
Revision Date: 10/25/16	**Revision Date:11/29/16**	**Revision Date:**

Georgia Department of Education
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SWP Template Instructions

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

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

- The first ten components in the template are required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).

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

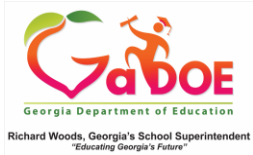Written/Revised during the 2016-17 School Year

Plan Submitted:
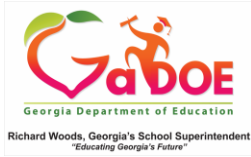9/12/2016
Revised 10/25/2016
Revised 11/29/2016
Revised 2/9/17

Georgia Department of Education
Title I Schoolwide/School Improvement Plan

Planning Committee Members

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Lisa Dunnigan		Title I Director
Robyn Scott		Principal
EW Tolbert		Assistant Principal
Regina Gladney		Instructional Lead Teacher
Chiquita Plenty		SpEd Dept Chair
Heather Deal		Media Specialist
Sherry Sutton		ESOL/Science Chair
Edwidge Julien		Math Department Chair
Shemeika Henry		Connections Department Chair
Kim Smith		Education Evaluator
Tina Justice		6th Grade Chairperson
Jeffrey Bell		7th Grade Chairperson
Keisha Calvert		Parent Representative
Doug Smith		Community Member
Tangelia Thompson		Counselor
Shemeria Hatcher		ELA Department Chair
Tamela Dixon		Social Studies Chair
Dierra Dunn		8th Grade Chair
Tanganeki Shackleford		Reading Chair
Jacqueline Zeigler		Lead Mentor
Rita Ferrara		Gifted Chair

SWP/SIP Components

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

Response:

A. We have developed our school-wide plan with the participation of individuals who will carry out the comprehensive school-wide school improvement program plan. Those persons involved were representatives from all areas of education including administration, teachers from each content area, special education, English Learner (EL) teacher, academic coaches, and a parent representative. These individuals met at consistent intervals to implement the strategies and practices present in the school wide plan and to monitor progress of the plan. Content, special education, EL teacher, and the academic coaches focus on best practices for classroom instruction, as well as continuous data analysis based on Common District Assessments (CDA). Administration and other stakeholders have been key in providing support, additional ideas, and monitoring progress of the plan. Contributions include but are not limited to the analysis on data, constructive reflections of current instructional practice, and offering suggestions for strategies and additional practices.

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

- **Georgia Milestones Assessment System** (GMAS) End of Grade Test (EOG) test results provide us with summative data that informs us of student achievement in the content areas. This data is used to determine students and teachers' strengths and weaknesses and is used to focus our plan for instruction.

- **Student Learning Objective Assessments** (SLO) results provide us with summative data that informs us of student achievement in the content areas that are not a part of the EOG testing in GMAS. This data is used to determine students and teachers' strengths and weaknesses and is used to focus our plan for instruction.

- **AIMS Web Data Review**—AIMS Web provides a nationally normed data on student achievement levels in reading comprehension and math computation. This data is used to determine student strengths and weaknesses and is used to focus our plan for instruction.

- **Common District Assessment Data Review**—(CDA) data allows us to compare student achievement in our school versus the student achievement that takes place in other schools in our county. This data is used to determine teacher and student strengths and weaknesses and is used to focus our plan for instruction.
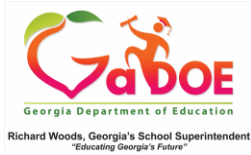
- **College Career Readiness Performance Index Data Review**— (CCRPI) is a comprehensive school improvement, accountability, and communication platform for all educational stakeholders that will promote college and career readiness for all Georgia public school students. CCRPI results provide us the data necessary to establish goals and to develop and implement a focused plan on improvement

- **School Climate Survey Data Analysis**—the school climate survey provides a variety of perceptual data from stakeholders such as parents, students, and teachers.

C. The Migrant Education Program is part of the Title I Program. Currently, Stewart Middle School does not have any migrant students in attendance. These are the procedures we would follow should those students be in attendance. Each year, all students receive an Occupational Survey to be completed by the parent or guardian. Once the survey is returned, the school's designee sends all forms to the Migrant Education Liaison in the Office of Federal Programs. Upon receipt, and review of each survey, the Migrant Education Liaison sends selected surveys to the regional Migrant Education Program office. Douglas County is a part of the Migrant Education Consortium which means Georgia Department of Education allows Abraham Baldwin Agricultural College (ABAC) to serve as the fiscal agency. The Migrant Education Program Specialist from ABAC will contact each school to provide support to any student who qualifies for these services. If the need arises, teachers will implement strategies ABAC recommends for any Migrant Education student based on the areas of need.

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. For example:

Mathematics	School Meets/Exceeds	GADOE Targets
2011-12 CRCT	76	85.4
2012-13 CRCT	77.9	86.8
2013-14 CRCT	73.9	88.1
	Developing/Proficient & Distinguished	
2014-15 GMAS	38.6/17.3	63.8
2015-16 GMAS	43/20	66.8

With Georgia Milestones End of Grade Assessments, we have large losses in mathematics on the GMAS versus the CRCT. We feel this is due to fluctuations in administrative leadership and a lack of teacher retention. We are not meeting the state proficiency rates and have achievement gaps between our SWD/LEP students and our other subgroups. We can improve student achievement by implementing the use of IXL Math and RTI Interventions; additionally, the use of iPads, iPods, and online interactive interventions.

English/Language Arts (ELA)

ELA	School Meets/Exceeds	GADOE Targets
2011-12 CRCT	91.4	91.5
2012-13 CRCT	92.1	92.3
2013-14 CRCT	90.4	93
	Developing/Proficient & Distinguished	
2014-15 GMAS	37.2/23.5	60.3
2015-16 GMAS	38/25	63.6

With Georgia Milestones End of Grade Assessments, we have large losses in ELA. The state has undergone the Common Core implementation and further change to the Georgia Standards of Excellence. Reading and ELA is integrated in our instructional schedule. Reading and Writing across the curriculum is being emphasized school-wide. We will focus on helping parents understand these standards through our Content Curriculum Nights. We will continue to close the achievement gaps by implementing IXL ELA, MyOn Reader software to support individualized instruction for students. To progress monitor RTI, 504, and SST interventions, we will use Aims Web, grades, and CDA data.

School Demographics 2015-2016

Total Enrolled	% African American	% White	% Hispanic	% Asian	% American Indian	% Multi-Racial	% Male	% Female
560	75	5.8	16.5	0	0	2.7	53	47

	Number of Students	Percent of Student Population
Free and Reduced Lunch	476	85%
Special Education Enrollment	96	17%
Gifted Enrollment	53	9%
ESOL Program Enrollment	23	4%

Mobility Rate (%)	23.74%

Attendance Rate - % of students with fewer than 6 absences	53%

Retention Rates (percent of students in grade level retained)

Total Number Retained	% 6 grade	% 7th grade	% 8 grade
0			

School Demographics 2014-2015								
Total Enrollme nt Total	**% Black**	**% White**	**% Hispanic**	**% Asian**	**% American Indian**	**% Multi-Racial**	**% Male**	**% Female**
588	80	6	12	0	0	2	53	47

	Number of Students	Percent of Student Population
Free and Reduced Lunch	459	82
Special Education Enrollment	87	13.5
Gifted Enrollment	60	9
ESOL Program Enrollment	25	3

Mobility Rate (%)	23.66%

Attendance Rate - % of students with fewer than 10 absences	96%

**Retention Rates** (percent of students in grade level retained)

Total Number Retained	% 6th grade	% 7th grade	% 8th grade
0			

Student Achievement

Aims Web Data – Reading Comprehension 2015-2016

Levels of Performance	6th Grade		7th Grade		8th Grade	
	Beg	**End**	**Beg**	**End**	**Beg**	**End**
At/Above Benchmark (%)	36.5	25.2	42.6	19.5	47.5	22.6
On Watch (%)	37.8	37	33.4	37.2	30.7	39
Urgent Intervention (%)	25.4	37.6	23.7	43	21.5	38.1
Summary of Aims Web Data: **(Include 1-3 sentences highlighting the overall major findings.)** Students in all three grade levels did not progress at the expected rate at improving reading comprehension. Students became more at-risk as the year progressed. As the progression increased, student competency decreased.						
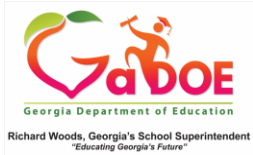
Aims Web Data – Math Computation 2015-2016

Levels of Performance	6th Grade		7th Grade		8th Grade	
	Beg	**End**	**Beg**	**End**	**Beg**	**End**
At/Above Benchmark (%)	52	34	44.7	46	33	45
On Watch (%)	26	37	23	19.4	32	31
Urgent Intervention (%)	22	29	32	34.4	35	24

Summary of Aims Web Data: **(Include 1-3 sentences highlighting the overall major findings.) 6th Grade Students list ground; whereas, 7th & 8th made academic improvement throughout the year. The most significant growth in the 8th grade.**

2015-2016 Aims Web
Reading % of Students Meeting/Exceeding Lexile Stretch Band

	Beginning 2015-2016	Ending 2015-2016
Sixth Grade Lexile ≥925L	**25**	**56**
Seventh Grade Lexile ≥970L	**41**	**57**
Eighth Grade Lexile ≥1010L	**42**	**47**

Even though students did not make the expected progress and growth as measured by AIMSWEB, the percentage of students in the expected Lexile Stretch Band increased. The largest growth was in the 6th Grade. However, the overall percentage of students is lower than desired across all grade levels.

CCRPI

CCRPI							
2014-2015*				**2015-2016**			
Overall Score: 64.4				**Overall Score: 66.9**			
Academic Achievement Points (50)	Progress Points (40)	Achievement Gap Points (10)	Challenge Points (10)	Academic Achievement Points (50)	Progress Points (40)	Achievement Gap Points (10)	Challenge Points (10)
22	35.7	6.7	0	24.1	36.1	6.7	0

Summary of CCRPI Data: **(Include 1-3 sentences highlighting the overall major findings.) Stewart made improvements in academic achievement and progress points. Student achievement is higher than 34% of schools in the state. Student growth is higher than 72% of schools in the state.**

The tests used in 2014-15 were the CRCT. The tests used in 2015-on are the Georgia Milestones. How CCRPI is calculated is changed each year.

Middle CCRPI Data Profile

CCRPI COMPONENT		2014	2015	2016
District	CCRPI Score	70.4	71.3	72
State	CCRPI Score	74.1	71.2	71.5
School	CCRPI Score	62.4	64.4	66.9
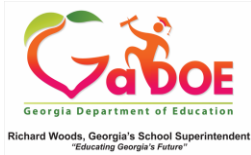
Middle School CCRPI Data Profile

CCRPI COMPONENT		2014	2015	2016
Ind #	1. ACHIEVEMENT (Developing learner or above on Milestones from 2016-on; 2014 meets or exceeds in CRCT)	CRCT	GMAS EOG	GMAS EOG
	ELA (%)*	9	4.498	4.647
	Reading (%)*	9.5		
	Mathematics (%)	7.4	3.767	4.748
	Science (%)	6.5	3.655	4.273
	Social Studies (%)	6.6	3.769	3.958
• Scores were combined in In Reading& ELA to just ELA start in 2015				
	Positive Movement for ELL's	3.3	5.703	5.975
	% SWD in Gen Ed ≥ 80% of school day	7.4	10	9.774
	8th grade Writing Assessment	8.3	n/a	n/a
	% 8th graders with Lexile ≥ 1050	6.7	5.706	6.76
	≥ 2 Career Related Assessment/inventories	10	9.137	10
	Student Attendance Rate	9.7	6.831	7.386
Ach: Post ES Readiness Category Performance				
	% Pass 4 content and CRCT Meet or Exceed	6.7	n/a	n/a
	% Exceeds on CRCT	3.4	1.967	2.227
Predictor for HS Readiness Weighted Performance		.227001	.2244	.2394
Predictor for HS Grad Rate Weighted Performance		.1515	.0591	.0669
	ED/EL/SWD	.6	0	0
	Exceeding The Bar Points Earned	0	0	0

Summary of CCRPI Data: **(Include 1-3 sentences highlighting the overall major findings.) Students had higher achievement on the CRCT. Students are struggling with the Georgia Milestones Assessment in academic achievement. There was more positive movement with the English Learner population from the Spring of 2014-15.**

# School Staff Profile
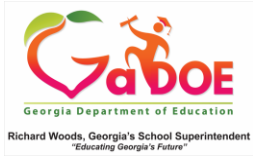
	2015-2016
Number of Certified Staff (teachers)	38
Number of Certified w/ Advanced Degrees	24
Average Number of Years' Experience	12
% of Staff Highly Qualified	100
Number of Teachers at school 3 or more years	16
Number of teachers at school less than 3 years	22
Number of Classified Staff (paraprofessionals)	3

TKES of Teachers at the Level (%) on Summative Assessment		2015	2016
	Level 1	0	0
	Level 2	4	11
	Level 3	96	86
	Level 4	0	3

(Include 1-3 sentences highlighting the overall major findings.) Expectations to be at a level 3 were raised with the new administration. The vast majority of teachers fall in the level 3 range on their TKES Summative Assessment.

Staff Attendance

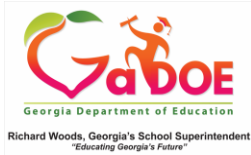**Staff attendance was at 95% in the 2015-16 School Year.**
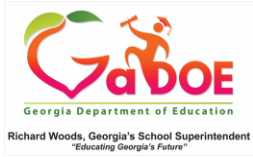
School Discipline Summary

	2014-15	2015-16
Number of Referrals – School Hours	560	686
Number of Referrals - Transportation	70	54
Total no. of Referrals	630	740

Grade	2014-2015		2015-2016	
	# of Referrals	**% of Referrals**	**# of Referrals**	**% of Referrals**
6	288	46	216	29
7	156	24	321	43
8	186	30	203	28
All	630		740	

Summary of Discipline Data: **(Include 1-3 sentences highlighting the overall major findings.) A common referral average per teacher for the year in 10. The number of referrals increased with the expectations of new teachers and administration. The referral rate per grade level seem more teacher specific and less grade level specific.**

School Discipline Data Action Summary - 2015-2016

Number of students

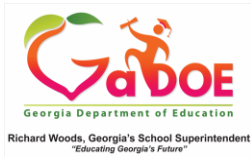| Action Taken	Hisp	Black	White	Mult-Racial	# Male	# Female	# ELL	# SWD	# F/R Lunch
In-School suspension	23	353	11	6	277	116	6	115	361
Out-of School Suspension	15	192	6	6	177	42	4	64	197
Expulsion									
Suspended from Riding the Bus		21		1	17	5		10	21
Alternative School	2	12	1		14	1		7	14
Other Discipline Action									
Removal from Class at Teacher's request									
Physical Restraint									
Total	**40**	**578**	**18**	**13**	**485**	**164**	**10**	**196**	**593**

Severe discipline issues seem to be directly related to our economically disadvantaged student numbers. Our male students are more likely to be written up and receive consequences than our female students.

Student Attendance Summary

Number of Students Absent

	2014-2015	2015-2016
Total number of students absent 5 or less days	343	362
Total number of students absent 5 or more days	301	269
% of students absent 5 or less days	53	57.3
% of students absent 5 or more days	47	42.7

Summary of Discipline Data: **(Include 1-3 sentences highlighting the overall major findings.)**
Our attendance is consistently at a 95% daily average; however, with homelessness, transiency, and problems associated with poverty, attendance over 5 days is an issue at Stewart.
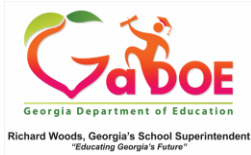
E. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards [the Georgia Standards of Excellence (GSE)] and the State student academic achievement standards including…

- Economically disadvantaged students
- Students from Major racial and ethnic groups
- Students with disabilities (SWD)
- Students with limited English proficiency (EL)

X Indicates not meeting standards	ELA	Reading	Mathematics	Science	Social Studies
BLACK	X	X	X	X	X
HISPANIC	X	X	X	X	X
WHITE	X	X	X	X	X
ECONOMICALLY DISADVANTAGED	X	X	X	X	X
EL	X	X	X	X	X
SWD	X	X	X	X	X

Not meeting standards was determined by looking at the CCRPI Subgroup Performance Flags.

- Data from 2015-16 Georgia Milestones Assessment (GMAS) shows that students who are determined to be economically disadvantaged at Stewart Middle continue to fall below expected performance targets in all grade levels and content areas. There were small gains from the 2014-15 GMAS testing but scores of these students have dropped significantly since the transition from the Criterion Referenced Competency Test (CRCT) to the GMAS. All content areas show a need for improvement (ELA, Math, Social Studies, and Science); however, we will address needs in Math and English Language Arts for economically disadvantaged students especially those related to vocabulary, skill development, and critical thinking skills. We will do this through the reduced class size model in English Language Arts and Mathematics which gives students a more individualized learning opportunity. Additionally, we will use math tutors to support these students for re-teaching and small group instruction.
- Data from 2015-16 Georgia Milestones Assessment (GMAS) show students from three identified major subgroups of students with fifteen or more students in grades 6-8th: White, African American, and Hispanic. Since the transition from the Criterion Referenced Competency Test (CRCT) to the Georgia Milestones Assessment (GMAS) scores have significantly decreased for all subgroups and all content areas show areas that need significant improvement (ELA, Math, Social Studies, and Science); however, we will address needs in Math and English Language Arts for identified subgroups especially those related to vocabulary, skill development, and critical thinking skills. We will do this through the reduced class size model in English Language Arts and Mathematics which
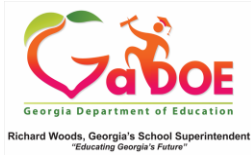
gives students a more individualized learning opportunity. Additionally, we will use math tutors to support these students for re-teaching and small group instruction.

- Students with disabilities continue to perform below expected performance targets in the areas of math, language arts, science, and social studies. Specific areas of need include Reading (improvement of Lexile levels and vocabulary skills) and Math. Utilizing the co-teaching model, tutoring, and providing extra content teachers will address these weaknesses and needs through the use of a reduced class size model which will provide for a more individualized instructional approach for students.

- Students with limited English proficiency (EL) perform below expected performance targets in the areas of math, language arts, science, and social studies. Specific areas of need include Reading (improvement of Lexile levels and vocabulary skills) and written expression. English learners who qualify will have an ESOL class in language arts during one of their connections blocks. Deficits will be addressed through individualized ESOL program and Incorporation of the Response to Intervention process. During the academic core classes providing extra content teachers will address these weaknesses and needs through the use of a reduced class size model which will provide for a more individualized instructional approach for students.

F. The data has helped us reach <u>conclusions</u> regarding achievement or other related data.
- The major <u>strengths</u> we found in our program are that we had small growth in all the academic areas of the Georgia Milestones Assessment (GMAS). Achievement percentage scores rose from 22 in 2015 to 24.1 percent in 2016. Progress points rose from 35.7 in 2015 to 36.1 in 2016. Mathematics scored the highest in passing percentile at 47.480% and is significantly below the performance target.
- We will focus on the instruction in English/Language Arts and in Mathematics for all students and deliver specialized instruction for students scoring at the lowest 25% in these subjects.
- The major <u>needs</u> we discovered were the high number of students that are not at the Proficient & Distinguished level on the Georgia Milestones End of Grade Assessments.
- The <u>needs we will address</u> are language arts and math among all student groups with an emphasis on improving lexile scores of students across all grade levels. Rigor and critical thinking skills will be addressed in each content area with teachers using more in-depth questioning on formative and summative assessments. Strategies to increase parental involvement continue to be a need. This will be addressed through the Instructional Lead Teachers accepting the role of parent involvement coordinator. They will insure that all Title I requirements are fulfilled.
- The <u>specific academic needs</u> of those students that are to be addressed in the school-wide program plan will be literacy skills across grade level and content areas including increasing academic vocabulary, gaining more in-depth knowledge of the curriculum, using writing skills across all content areas, and math concepts and applications. Teachers have common planning with an administrator or an Instructional Lead Teacher with a required data review. Students belong to a specific instructional team. We will use IXL Math and ELA, Accelerated Reader, MyON, and Aims Web to provide more individualized educational instruction.

- The root cause(s) that we discovered for each of the needs included a lack of specific, individualized instruction for students to include weaknesses in meeting individual student needs, lack of effective use of literacy skills being implemented in the classroom, and lack of attention to academic vocabulary needed for success across all content areas. Data driven instructional decisions have been implemented for the last year with some success being seen, therefore, a continued emphasis on using data to adjust and drive instruction needs to be in place. There also was a determination that student support services for struggling students need to be strategic and specific and provided in a timely manner based on specific classroom data across all content areas.

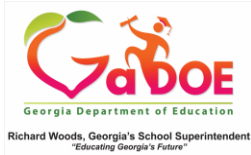G. The measurable goals/benchmarks we have established to address the needs were…
- Post assessments, CDA scores EOG data and targets, SLO data.
- All students will increase extension of details in their writing with the use of strategies put in place with the Lucy Calkins Units of Study.
- 80% of our students will be proficient or higher on GMAS Math with the use of iPads, iPods, and cell phones via the use of proper applications, Student Learning Maps, technology programs such as IXL Math, and effective use of our Math Academic Coach. In addition, these strategies will be used to work with the lowest 25% student group.
- 94.6% of our students will be proficient or higher on GMAS Rdg/ELA with the use of computers, iPads, iPods, cell phones with appropriate apps, technology programs such as MyON, Accelerated Reader, and IXL ELA, novel unit studies, and the effective use of our ELA Academic Coach. Literacy and writing standards will be integrated in all the core content areas. All students will read 25 books per year, students will read 15 non-fiction books per year, and students will score 80% or better on AR tests.
- 100% of Stewart Middle School academic core teachers will use technology to engage students in learning and assess mastery (iPad, iPod, cell phone apps, use of MyON, Accelerated Reader, and IXL Math/ELA, Document Cameras, Promethean Boards and computers).
- We will increase the percent of English Learners (EL) with positive movement from one performance band to another as measured by ACCESS for ELs by 5% by providing students with a year-long English as a second language course, using Rosetta Stone software, and weekly after-school tutoring.
- We will increase the percent of 8th graders reading at a Lexile of 1050 or higher by 5% by using higher leveled Lexile materials during daily instruction, continued vocabulary development, and the use of MyON reader and IXL ELA to track progress and support teacher instruction.

2. Schoolwide reform strategies that:
Response: We will implement schoolwide reform strategies.

- We will provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).
Response: Following are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies to raise student achievement.

Instructional Lead Teacher (ILT)

Richard Elmore (2002) states that "American schools and the people who work in them are being asked to do something new—to engage in systematic, continuous improvement in the quality of educational experiences of students and the subject themselves to the discipline of measuring their success by the metric of students' academic performance. Most people who currently work in public schools weren't hired to do this work, nor have they been adequately prepared to do it either by their professional education or by their prior experience in schools" (p. 3).

We are also aware that teachers need job embedded professional development if they are to undertake this work of improving student achievement. As the leadership team began to work on developing a plan for improving student achievement, it became apparent that we needed academic coaches to work with teachers to improve the instruction that was provided to students. The work that had been started in the Response to Intervention process highlighted the fact that most students in tiers needing intervention showed a lack of early foundational reading skills and early numeracy skills. We also were able to determine that many of the teachers at SMS had not been adequately prepared by their teacher preparatory programs to teach these foundational skills. It was determined that we should seek out experts to provide this preparation to our teachers through a structured master teacher coaching program.
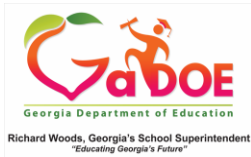
An instructional lead teacher was employed at SMS to provide on-site, job embedded professional development to the teachers. This professional learning has been structured as both a skill development process as well as a modeling process. The structure that is set up is a "teach the teacher" model with additional modeling of instructional practices in the classroom with individual teachers. The process began with the instructional coach modeling effective instruction for the teacher with conferencing sessions that followed. As the teacher became more comfortable with the instructional practices, they would then take over implementing the instruction with follow-up feedback from both the instructional coaches and school administrators.

Lucy Calkins Units of Study

The foundation of the Units of Study for Teaching Writing series lies in the understanding that writing is a lifelong process during which we continually lift the level of our writing skills and outgrow ourselves as writers. Students learn that all writing has essential traits to which they must attend when developing a piece (Spandel 2001). Writers learn various ways to find topics they wish to write about. They learn to make purposeful decisions about the structure and organization of a piece. They learn a repertoire of methods for elaborating. They learn to craft their pieces using literary language and devices and to employ the conventions of written language (Anderson 2005; Calkins 1994; Elbow 1989; Graves 1994; Wood Ray 1999).

The Units of Study for Teaching Writing series is organized into a system of monthly units that move students through both narrative and expository writing each year. In the primary grades, students begin acquiring a repertoire of writing skills to write in many genres. The upper and middle grades revisit and reconstruct these in more formal and purposeful ways (Bruner 1960).

Trait-based writing instruction has been shown to raise student performance on standardized writing tests (Jarner, Kozol, Nelson & Salsberry 2000). Most states have adopted some

form of writing assessment on their annual tests (Spandel 2001). By teaching the students ways to clearly reveal their meaning, to structure their writing in accordance with the genre and in ways that affect their reader, to elaborate using a wide repertoire of techniques, to use literary language and devices to make artful pieces of writing, and to use the conventions of written language, the Units of Study for Teaching Writing series strengthens the skills of young, apprentice writers and prepares them for academic success. As writers build their knowledge of each trait of writing, they become critical readers of their writing and begin to set an agenda for themselves in conjunction with their teacher. (Anderson 2005; Graves 1994)

The conventions of written language thread throughout each of the units. Writers learn conventions that they can then practice in the pieces they are writing, and they learn how using those conventions can help them better convey their meaning to their reader (Atwell 1998; Calkins 1994; Graves 1983; Weaver 1997). Research has shown that to be effective, the conventions of writing must be taught within the context of a writer's own writing (Anderson 2005; Ehrenworth & Vinton 2005; Hillocks 1986; Weaver 1997; Wilde 2007).

Professional Learning Committees

Over the past 20 years there has been a paradigm shift gathering momentum with regard to the professional development of teachers. Fueled by the complexities of teaching and learning within a climate of increasing accountability, this reform moves professional development beyond merely supporting the acquisition of new knowledge and skills for teachers. In their article on policies that support professional development, Darling-Hammond and McLaughlin (1995) write, "The vision of practice that underlies the nation's reform agenda requires most teachers to rethink their own practice, to construct new classroom roles and expectations about student outcomes, and to teach in ways they have never taught before" (para 1). Darling Hammond and McLaughlin go on to note that helping teachers rethink practice necessitates professional development that involves teachers in the dual capacities of both teaching and learning and creates new visions of what, when, and how teachers should learn. This most recent model of professional development ultimately requires a fundamental change in the institutional structures that have governed schooling, as it has traditionally existed.

MyON Reader

Developed for Pre-Kindergarten to Grade 12 students, MyON reader is a personalized reading environment that provides 24-hour online access to enhanced digital books. Students are matched to books based on their interests and reading level. These recommended books personalize learning for each student.

MyON reader is correlated to state and common core standards and includes over 4,500 enhanced digital books in a growing collection. Educators can use MyON reader to integrate with existing teaching tools for lesson planning, instruction, assessment and reporting. Reports can be generated on a student's historic and current reading levels while forecasting future growth. The collection of books in MyON includes quality titles equipped with reading scaffolds (like an embedded dictionary, recorded audio, and highlighting). It includes student-, teacher-, building-, and district-level reporting. The book collection includes seventy percent non-fiction titles to grow informational reading skills (critical
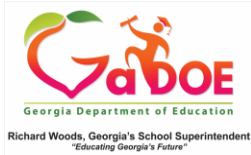
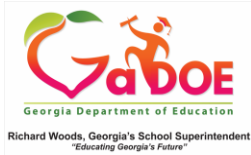to the CCSS), as well as thirty percent fiction titles.

This integrated reading solution can adapt to each student's profile to increase reading growth and motivate students to read. An online assessment system which utilizes The Lexile Framework for Reading is employed to ensure that students are targeted with reading materials at an appropriate level that provide challenge, but not frustration. In addition to personalizing learning, MyON reader also forecasts future reading growth for students.

MyON reader consists of several components to help guide and motivate student reading: a wide selection of online books, book comprehension quizzes to monitor basic comprehension, and benchmark assessments to target reading selections and monitor reading improvement. When students log-in to MyON reader they are presented with an interest survey to help guide their book selections. They also are administered a placement test to determine their reading ability. Based on the results of the interest survey and the placement test, students can select from a wide array of high-interest reading material from the MyON collection.

- We will use effective methods and instructional strategies that are based on scientifically based research that:

  o strengthen the core academic program in the school.
  o increase the amount and quality of learning time, such as providing and extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum
  o include strategies for meeting the educational needs of historically underserved populations

Response: To strengthen our core academic program we have comprehensive school reform efforts in place that effect all content areas. Additionally, we have implemented more specific reform efforts based on student needs. We will use:

- **Academic Coaches-** Our school will continue to use Title I Funds to fund the salaries of academic coaches who assist and mentor teachers building efficacy and student achievement. They also model exemplary lesson plans, help collaborate with teams of teachers for best practices in teaching, assist with the implementation of school wide Title I initiatives, and provide ample professional development sessions for our faculty. They assist in all content areas with a focus in reading, mathematics, and writing across the curriculum as well as the integration of cross curricular content based lessons.
- **Additional Teachers-** Our school will continue to use Title I funds to acquire additional teachers to lower class size and to help students who are falling at the lowest 25% of our population as measured by state mandated testing.
- **Learning Focused Schools (LFS)-** The instructional framework uses a variety of approaches to differentiated and student-centered instruction. All teachers use the best practices and approaches to instruction and curriculum prescribed in LFS on a daily basis. These practices ensure that students' individual learning styles and needs are addressed through instruction techniques and learning activities.
- **Technology**- All classrooms are equipped with Promethean Board technology which is an interactive system that facilitates greater differentiation, access to effective modalities, and efficiency of instruction

and learning. In addition to two computer labs, teachers and students also have access to "Computers on Wheels" which are classroom sets of notebook computers and Netbook Mini Mobile Computer Labs. We have a document camera and Promethean Board in every classroom. IPads, iPods, and computer labs are available for teacher reservation.

- **Mathletes Tutoring-** Students who excel in math that want to participate in after-school tutoring to participate in the county level math competition.
- **Percent of Students in Grade 8 Achieving a Lexile Measure Equal to or Greater Than 1050-** We have increased reading expectations to 25 books a year and will require non-fiction texts across the curriculum at higher lexile levels. We will use Accelerated Reader, MyOn Reader (Title funds), and IXL ELA (Title Funds) to help individualize student reading decisions. Language Arts teachers are required to take their classes to the Media Center every two weeks.
- **Percent of Students Missing Fewer than 6 Days of School-** We will monitor student attendance, communicate with parents, and provide incentives for students to improve attendance.
- **Percent of Students Scoring at the Highest Performance Level on all Georgia Milestones-** We will use the Learning Focused Schools Instructional Framework to plan instruction. When lesson planning, there is an instructional emphasis on developing higher order thinking skills. We will use County Staff Development Funding to pay for teacher endorsements in gifted. We will provide as many Gifted/Advanced opportunities as possible to meet the needs of Gifted/Advanced students. We will use the Gifted/Advanced Content Model in serving Gifted students.
- **Additional Resources-** To address standards in Math and Language Arts (ink, paper, books, materials, manipulatives, etc.).

Response: To use effective instructional methods that increase the quality and amount of learning time at Stewart we will use:

- **Lunch and Learn-** Academic teachers provide extra assistance for struggling students each week. Students that are behind are offered additional help during lunch time.
- **Rotating Weekly Bell Schedule-** Each week the order of all classes rotate. Rotating the periods gives teachers the opportunity to teach every student at his or her optimal learning time.
- **6 Period Day-** Reading and writing across the curriculum will be the standard and students will have more time in each academic class in a 6 period day as we integrate reading and language arts classes.
- **Instructional Teaming-** All students will be on an instructional team of teachers with 4 core teachers and 2 connections teachers each day. Teachers are responsible for the success of the students on their team.
- **Post Planning Collaboration Days-** Staff will participate in collaboration days following post planning days to be able to reflect on the academic year and use data to begin planning for the 2017-18 school year.
- **District Common Assessments-** We will use, analyze, and discuss outcomes of our district common assessments to provide checkpoints for learning. The Common District Assessments are given at the conclusion of each unit of study.
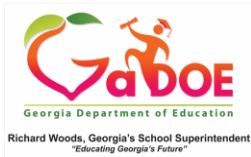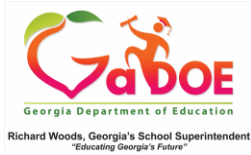
- **Lucy Calkins-** Language arts teachers will use Lucy Calkins units of study for a resource in reading and writing.
- **Standards Based Instruction-** The Georgia Performance Standards guide all planning, learning activities, and assessment.
- **Informal Formative Assessments and Common District Assessments-** Assessments are used to create flexible grouping in which differentiated instruction is delivered according to the individual needs of students.
- **MyOn, IXL ELA and IXL Math-** Title I funds will be used to purchase a subscription to MyOn and IXL ELA for ELA and IXL Math for Mathematics.
- **Content Curriculum Nights-** Curriculum nights will be offered to parents and students to help create a sense of excitement about the school and learning.
- **Teacher Mentoring-** Teacher mentoring is provided for novice teachers as well as those new to Stewart Middle School.
- **Teacher-Parent Conferences-** These meetings are held each year in the early fall and in the spring. In addition to the regularly scheduled conference days, individual teachers as well as grade-level teams are available for conferencing when requested by either the parent or a student's teacher(s). At these meetings, parents are given information about the school's general interventions, such as standards-based classrooms, differentiation of instruction, instructional technology, and opportunities for tutoring, and mentoring.
- **Support for Teachers-** Implementation of Co-teaching classrooms (grades 6th-8th) to enhance student achievement with an inclusion model in the general education classroom. Implementation of one full time instructional lead teacher (ILT) and a part-time instructional lead teacher to provide onsite job embedded professional learning and provide teachers with researched based theory and best practices in Math and Reading/English Language Arts. Additionally, ILTs will provide one-on-one direction for teachers on Professional Learning Plans in the areas of instruction and classroom management.
- **Additional Support Systems for Teachers-** Implementation of weekly Professional Learning Communities with all grade levels to analyze student data, develop goals, engage in professional learning, and plan classroom instruction using data action plans developed from CDAs and student grades. Implementation of common planning with all grade levels to analyze student data and plan for classroom instruction.
- **Summer School-** Title I Schools in Douglas County will offer a summer school opportunity to selected students.

Response: To include strategies for meeting the educational needs of historically underserved populations at Stewart we will use:

- **Eagle Vision Time-** We will create a period bi-weekly that will allow for progress monitoring, making up missed assignments and re-teaching.
- **AIMS web as a Universal Screening-** We will use AIMS web as a tool to assess students' strengths and weaknesses in reading and mathematics in August, December, and May.
- **Math Tutors-** Math tutors will work at the school, Monday through Thursday, to provide targeted interventions in math to students identified as at-risk.
- **Monitoring Progress-** Our school administrators and staff perform walk-through observations in their Professional Learning Communities and focus on the following elements when observing a classroom:

the opening, the closing, the use of the standard and essential question, the use of cooperative learning, the use of technology, the use of higher-level learning skills, and the use of formative and summative assessments to guide instruction through flexible grouping and differentiated instruction.
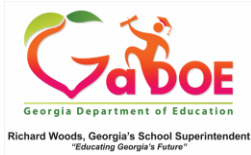
- **Technology-** Implementation of technology in a variety of mediums: United Streaming, IXL Math & ELA programs, and MyON Reader.
- **Additional Professional Learning-** Continue to broaden the instructional pedagogy and content through focused professional development. In addition, the ILTs, along with the school principal, will provide additional professional learning to teachers tailored to each grade level. The implementation of professional learning to address higher order thinking skills will help to strengthen the rigor of instruction provided to students.

- Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:

    o counseling, pupil services, and mentoring services;
    o college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
    o the integration of vocational and technical education programs; and

Response: Stewart Middle School will address the needs of all children in the school particularly counseling, pupil services, and mentoring services by using:

- **Mentoring-** Staff members and community volunteers serve as mentors for students who demonstrate a need for adult guidance in their lives.

- **Advisement-** Stewart Middle School students in grades 6-8th are divided into homeroom groups that meet monthly to address specific counseling and advisement needs of our students through Stewart Middle's Advisement Program. These monthly lessons include mentoring opportunities, test taking strategies, social skills, personal and school guidance as well as career planning activities.

- **Pyramid of Interventions/Response to Intervention-** All interventions and resources are arranged in tiered fashion from the least to most restrictive learning environment. As a student demonstrates a need for additional assistance, those needs are met through individually tailored, research-based interventions that become more restrictive and specific as they progress through the pyramid. All intervention decisions are data-driven. While interventions at each level may be different for each student, based on individual need, the process of intervention is the same. In this way, students are assured their needs will be met appropriately.

- **Math Tutoring-** Our lowest 10-25% of students will be served weekly in math by additional tutoring offered during the regular school day.

- **5% Percent of English Learners with Positive Movement from on Performance Band to a Higher Performance Band as Measured by the ACCESS for ELs-** We have changed from a pull out ESOL class to a scheduled ESOL class where each EL gets at least 45 minutes of sustained class time to work on language development. Now, ELs have a dedicated computer lab that they can use daily and for longer lengths of time. Software such as RazKids, BrainPop, Reading A to Z, Science A to Z, Vocabulary A to Z, Headsprout, Ready Test A-Z, ABC Teach, Ed Helper, Enchanted Learning, Flocabulary, Mountain Math/Mountain Reading, and Starfall will be part of their instruction.

  In response to our students that are new to the country, we will use local funding to purchase Rosetta Stone software and consumable booklets to accelerate their mastery in the of development English. More collaboration between the EL teacher and the English Language Arts teachers in the areas of reading and writing will be implemented since both cover these skills. Many of our ELs are also special education students. Increased collaboration between the Special Education teachers and the EL teacher will also be implemented.
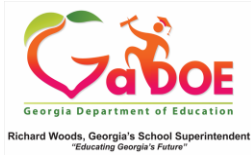
  ELs will be offered weekly tutoring sessions to increase their skills in their academic areas and proficiency in WIDA Standards. ELs will be offered and opportunity to attend a one-week summer school funded with county funds that is designed specifically for EL students.

- **Percent of Students with Disabilities Served in General Education Environments-** We are continuing to use the least restrictive environment as much as possible to give students with disibilities access to the curriculum. When possible we try not to schedule students more than one resource class in an academic schedule.

Response: Stewart Middle School will address the needs of all children in the school particularly in college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies by using:

- **100 Percent of Students Completing Two or More State Defined Career Related Assessments/Inventories and a State Defined Individual Graduation Plan by the End of Grade 8-** We have a career class designed for each grade level in which students can take these inventories, explore careers, and complete a graduation plan. We have individualized sessions for those students who cannot take this class due to scheduling conflicts.

- **Positive Behavior Supports-** Stewart Middle uses positive behavior supports to encourage and reinforce positive behavior in students and best practices in teacher/administrator discipline practices. We will use best practices to facilitate a personalized climate in the school.
- **Additional Support Systems for Students-** Implementation of best practices to include 21st century technology in each classroom. The lowest 25% of students, as measured by the End of Grade Test in 6th-8th Grade, will receive additional instructional supports noted in weekly lesson plans.

Response: Stewart Middle School will address the needs of all children in the school particularly with the integration of vocational and technical education programs using:

- **Careers Class-** Implementation of a career curriculum during one of the connections block.

- **Career Day-** Implementation of a day in which community members come into the classrooms and share information concerning their vocation and the steps necessary to be able to do their particular vocation.

- **Georgia Highlands College Field Trip-**Interested students visit the Georgia Highlands College and get a tour of the facilities, an acclimation of college life, and learn the requirements for attending.

- Address how the school will determine if such needs have been met; and
  - Are consistent with, and are designed to implement, the state and local improvement plans, if any.

Response: The needs of all students, particularly those of our Special Education, English Language Learners, and our students who are Economically Disadvantaged will be carefully monitored through Response to Intervention, data teams, common benchmark assessments, formative assessments prior to the administration of the Georgia Milestones, and data provided from report cards. Adjustments to programs such as Response to Interventions or in-school tutoring will address these needs. Our School's Strategic Plan will determine if such needs have been met and are consistent with the improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA) an updated with the changes as noted on the Every Student Succeeds Act of 2015 (ESSA) as required.

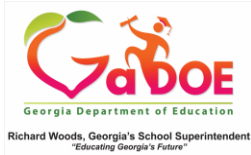| 3. Instruction by highly qualified professional staff |
|---|

Response: All certified staff members are highly qualified.

Stewart Middle School provides instruction by highly qualified teachers, who not only meet the standards established by the state of Georgia, but are dedicated to teaching and building relationships with a diverse student population. School leadership promotes shared decision-making and seeks to develop teacher leaders to foster a school culture of cooperation. At present, Stewart Middle School lists 100% of its teachers as highly qualified. Highly qualified relates to a teacher instructing courses that are within their license to teach. Additionally, there are two paraprofessionals, all of whom have met certification requirements.

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

Response: We feel that it is important to engage in on-going, job-embedded professional learning based on school-wide needs, grade-level needs, and individual teacher needs.

A. We have included teachers, principals, paraprofessionals, parents, and other staff in our staff development that addresses the root causes of our identified needs for example:

- PLC Tuesdays-training sessions that address best teaching practices, Learning-Focused Schools Next Generation utilization, and teacher data analysis
- Lucy Calkins Writing Workshop-ELA teachers will attend workshop to learn the latest writing strategies based on Lucy Calkins research from Columbia University.

B. We have aligned our professional development with Georgia's academic and student achievement standards. Our teachers and staff continue to receive professional learning in how to effectively implement the Georgia Performance Standards. Our curriculum and instruction practices are standards based and reflect research based best practices**.**
- State Longitudinal Data System Training
- Learning Focused Schools
- Promethean Board Training
- BYOT Training
- TKES Trainings

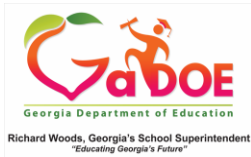| 5.	Strategies to attract high-quality highly qualified teachers to high-need schools.

Response: We use the following strategies to attract high-quality highly qualified teachers:

- Our school coordinates with several local universities to host student interns and student teachers.
- Common planning periods are provided for grade level teachers. This allows teams of teachers to work together to develop lessons, create assessments, analyze student work, and engage in professional learning activities.
- Job embedded professional learning is provided for all teachers. This training allows them to continually improve their teaching skills. This professional learning is longitudinal so that instructional skills are built and improved upon.
- Our school uses several strategies to attract highly qualified teachers from within Georgia and from other states to our school. These strategies include recruiting from various colleges and universities, recruiting at various job fairs, advertisement of job vacancies on the Teach Georgia website, advertisement of job vacancies on the Douglas County School System website, and careful interviewing and screening of applicants, including thorough checking of given references.
- Additionally, novice teachers and those new to Stewart Middle School are provided with a mentor who support and provide orientation as they begin their tenure at our school. Support for these teachers includes assistance in classroom management, school policies and procedures, curriculum, and instruction.

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

Response: We have involved parents in the planning, review, and improvement of the comprehensive school wide plan. The following strategies are used:

- We have a parent representative as one of our planning team members. The parent representative is

also active in our PTSA here at Stewart, and seeks and shares information and feedback from that entity throughout the school year. We include parents in our School Council and share information about parent involvement opportunities and proposed intervention strategies at PAC (Parent Advisory Council) meetings. Parents also have given important input by participating in a parent survey conducted during the spring semester of the 2015-2016 school year. Parents will continue to be involved in the planning, review, and revisions of our school wide plan.

Our Instructional Lead Teachers and Administrative Staff:

- Build and maintain relationships with Partners in Education.

- Work within neighboring communities to foster communication and cooperation with the school.

- Set up and maintain the Parent Resource Center.

- Plan and implement parent workshops.

- Set up Calling Post and marquee highlighting upcoming events.

- Solicit parents to help and volunteer.

- Plan PAC Meetings (morning, noon, evening).

- Plan a PAC Meeting for our Hispanic population.

- Participate in all professional development that relates to parent involvement (parent portal, OAS, etc.).

- Develop and implement a schedule of monthly workshops and sessions at the Parent Center.

- Prepare, track and maintain parent attendance and participation records.

- Empower parents to become active participants in the education of their children.

- Assist in the coordination of services for parents through multiple partnerships with public and private agencies.

- Provide opportunities for parents to enhance their knowledge of their child's education experience.

- Identify resources that will meet the needs within each community.

- Conduct a written and oral survey of parent needs.

- Maintain accurate records, including documentation of all activities and events.

- Establish an effective marketing and public relations strategy for the Parent Center.

We have developed a parent involvement policy that includes strategies to increase parent involvement and describes how the school will provide individual student academic assessment results, including an interpretation of those results. The plan makes the comprehensive school-wide program plan available to LEA, parents, and the public (internet and newsletters). Compacts are required and are included with a policy and a parent involvement checklist included. We also implement the following:
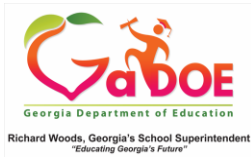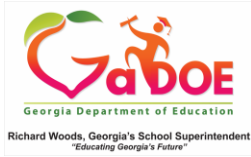
- **Monday Eagle Message**- A weekly memo that is emailed to staff and posted on the website of weekly events and reminders.
- **Sneak A Peek and Open House-** Sneak A Peek and Open House provide opportunities for the parents to get to know the staff and facilities.
- **Stewart Middle School Web Page-** We have a webpage that serves as another tool to inform parents of upcoming events and links to educational resources for students and parents. You can find it on the internet at http://stewart.dcm.schoolinsites.com/.
- **Student Agendas-** Each student receives an agenda paid from county funds to help parents know what assignments are due and provides teachers and parents with a means of daily communications about student achievement.
- **Conference Day**- Parents have the opportunity to meet with their child's teacher to discuss the progress, understand their child's recent assessment scores, and to enhance the parent-teacher relationship.
- **Parent Advisory Council-** Regular (PAC) Parent Advisory Council meetings will be held in order to inform parents and provide opportunities for increased involvement in the school. Parent communication will be sent in both English and Spanish.
- **Family Nights-** Each academic department will host a family night, which will focus family, community, and student interest on their particular department. Students will have opportunities to perform or demonstrate artifacts of their standards-based learning along with regularly scheduled VIP meetings.
- **Parent Workshops-** The school counselors and social worker will work collaboratively to plan and present parent workshops and presentations focused on helping students to be successful in school.
- **Parent Resource Center-** A parent resource center will be available for parents to visit and receive resources, training and education.
- **Parent Documents-** Stewart Middle School will provide parent communication documents, such as Parent Compacts, Parent Involvement Policies, etc., in English as well as Spanish, so that all parents will be well informed regarding the services offered at the school as well as their role in the education of their child. Parents are involved in the development of the parent-student compact and parent involvement plan.

7.	Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

Response: Stewart Middle plans for assisting 5th graders as they transition to middle school and 8th graders as they transition to high school.

The following is a list of our various activities that will help ensure successful transition of 5th graders from our feeder schools into Stewart Middle School.

- In May of each school year, 5th graders and their parents are invited to Stewart Middle School for an informational meeting about the changes in environment, expectations, and opportunities students and parents can expect as they transition from elementary to middle school.

- In May of each school year, Stewart Middle School sends its 6th grade teachers and counselors to each feeder elementary school to meet with 5th grade students. They give information, answer questions, and build rapport with students.

- At the end of August of each school year, Stewart Middle School holds an Open House, where students, teachers, parents, and administrators can meet to share information, ask and answer questions, and tour the school.

- In August of each year, 6th grade teachers conference with their new students. They set goals, discuss expectations for academic performance and behavior, and build rapport.

- Through analysis of student performance data, students who are determined to be at risk of failure as they transition to middle school are targeted early in the school year to receive interventions that will remediate skills and/or augment regular standards-based instruction. Grade level teams use the Response to Intervention model to determine appropriate interventions for students, depending on their placement on the Pyramid of Interventions. Interventions might include placement in Success Lab for math and reading fluency interventions, counseling referrals, mentoring, SST referral and interventions, individual tutoring, etc.

- In the fall of each school year, the administrators hold grade level assemblies (Class Talks) to discuss academic and behavioral expectations with students. These meetings offer students the opportunity to ask questions and gain clarity of rules and expectations.

The following is a list of our various activities that will help ensure successful transition of our 8th graders into high school.

- Through analysis of student performance data, students who are determined to be at risk of failure as they transition to high school are assigned an advisor who monitors their progress throughout the year. Advisors meet regularly with students to set goals and review performance data, grades, attendance, and behavior. Advisors use the Stewart Middle School Response to Intervention model to determine appropriate interventions for students, depending on their placement on the Pyramid of Interventions. Interventions might include counseling referral, mentoring, SST, tutoring, etc.

- Each spring the 8th grade teachers and counselors meet with high school personnel and students to determine their 9th grade scheduling choices. This process helps to ensure appropriate course placement and a smooth transition for students and parents.

- Each spring teachers and counselors come from the high schools to Stewart Middle School to meet with 8th graders. They discuss expectations for academic performance and behavior and build rapport with students.
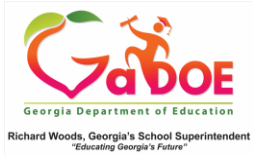
8.	Measures to include teachers in the decisions regarding the use of academic assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Response: Stewart Middle School includes teachers in decisions regarding academic assessments in order to improve understanding information concerning individual student achievement and improve overall instructional programs.
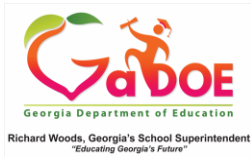
The following are the ways in which teachers are involved in the decision making process regarding the use of academic assessment:

- Teachers participate in professional learning communities and data teams to plan common assessments. They also administer district assessments to monitor student progress. Teachers conduct item analyses to identify strengths and weaknesses to identify areas for adjustment. In order to improve student achievement, teachers plan with purpose using uninterrupted planning time to have meaningful dialogue with their grade level subject area colleagues about what's working, what needs improving or removing and adjusting instruction based on need. The weekly Subject Area Community of Practice to plan, adjust, and edit Learning Focused Lesson Plans are all a part of the action to restructure strategies and instruction to meet the needs of the students.

- Teachers participate in the Building Leadership Team Community of Practice to develop the School Improvement Plan to set goals, devise action plans, and monitor student achievement. Subject area and grade level chairs are members of our Building Leadership Team. They assist in making decisions regarding the use of assessment to improve overall instruction, academic performance and mastery of standards. These members meet with their grade level and subject areas as needed to discuss needs, planning of assessments (AimsWeb & CDAs), and pacing and coverage of the standards.

- Staff members are trained in the use of Common District Assessment and AIMS Web, which provide achievement data that can be manipulated to create various types of group and individual reports to yield detailed academic profiles of individual students and subgroup performance on standardized tests.

- Teachers use pre and post-tests, as well as, informal teacher assessments to guide instruction.

- As needs for additional assessments arise, teachers will be included in the selection and use of such assessments.

9.	Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by Section 1111(b)(1) shall be provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Response: We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance in the following ways:
- Remediation during homeroom, in connections, and after school

- Response to Intervention and Student Support Team strategies
- Individual Education Plans written for students with disabilities
- Learning focused schools accelerating learning for all students' strategies

Teachers use the following activities to identify students' difficulties:
- Teachers analyze student work during curriculum planning meetings to adjust instruction. Student work is examined on a weekly basis during Subject Area Community of Practice; meaningful conversations are had about what is working and what is not effective, and make adjustments to delivery of instruction, content, or management.
- Grade distribution of progress are shared
- Provide written commentary related to the standards, use rubrics to set expectation and to address activities and projects
- Use of Instructional Lead Teachers to improve Instruction by providing assistance to teachers in developing effective teaching strategies for all students; serves as the liaison between the local schools and the District support staff, promotes technology integration into the curriculum
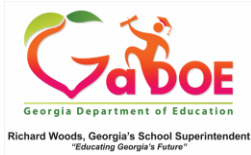
The following are training sessions that are being provided for teachers:
- Professional learning conducted by instructional lead teachers during the course of the school year.
- Co-teaching training for both general education and special education teachers that implement the co-teaching model.
- Learning Focused School training to focus on Higher Order Thinking Skills.
- Pyramid of Interventions/Response to Intervention updates and support.
- In-service participation on topics such as: Differentiated Instruction, Development of Standards-based lesson plans and units, balanced assessments, Master Teacher Mindset, and actively engaging students in their learning.

We keep our parents engaged in student progress in the following ways:

- Teachers keep a communication log as they keep contact with parents in regards to anything related to their students. Parents are notified and invited to actively participate in the development and monitoring of their student's progress in all aspects of education. During conferences and Open House parents are provided with tips that can help them help their students to be successful.
- Parent-Teacher meetings are held each year in the early fall and in the spring. In addition to the regularly scheduled conference days, individual teachers as well as grade-level teams are available for conferencing when requested by either the parent or a student's teacher(s). At these meetings, parents are given information about the school's general interventions, such as standards-based classrooms, differentiation of instruction, instructional technology, and opportunities for tutoring, mentoring. We will hold parent conferences on the first ½ day of school and at any time during the school year upon parent request.

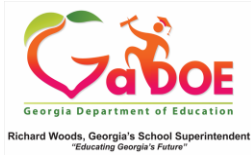|	
10.	Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and

job training.

Response: This component requires a description of how the school will implement the programs listed above, a description of how Title I resources and other resources will be coordinated to support student achievement goals in the school improvement plan, and a listing of all state and federal programs consolidated in the schoolwide plan. At Stewart we coordinate funding in the following ways:

Funding Source	Funding Use
FTE Funds	Instructional staff (teachers, paraprofessionals), consumable supplies, technology, expendable equipment, professional learning
SPLOST Funds	Technology, Band Instruments, Expendable Equipment
Title I, Part A	Class size reduction, instructional staff (teachers, instructional lead teachers, and tutoring) consumable supplies, professional learning, parental involvement training
Title II, Part A	Professional Learning

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

Response: The following are ways that parents are informed of student assessment results:

Schoolwide data is collected and disaggregated by the Georgia Department of Education on student achievement on the Georgia Milestones End of Grade Test and on the Stewart Middle College and Career Readiness Performance Index. Individual student assessment results will be sent home on a regular basis. This includes all student assessments, report cards and progress reports. All test results will be sent home in a timely manner, along with accompanying directions for interpreting those results. Staff members will be available to discuss test results during scheduled teacher-parent conferences and when requested by parents. If parents do not speak English; we will use a parent liaison or request a translator to make sure each parent understands how their child is performing.

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

Response: The Georgia Department of Education publish disaggregated data for each school on their respective websites. In addition to this, our school has the data available for review in the office. After assessments are given, teachers collaborate to look at specific score reports, comparing district, subject, and class averages. More specifically they look at item analysis to develop strategies to produce mastery of particular skills. Data is collected again during the post assessment and teachers continue to make modifications to match the needs of all learners.

- The data is used to identify weaknesses that need to be addressed as well as providing additional assistance through Response to Intervention for students who need more specific strategies. When students are identified, teachers provide specific strategies through Tier II and Tier III stages of RTI. During this process an RTI team (teachers, counselors, and administrators) meet to collaborate on specific strategies to meet individual student needs.
- The Georgia Department of Education provides disaggregated data on the Milestone assessments. The data is analyzed by staff and is used in the improvement of the delivery of instruction.
- Common formative and summative assessments are administered periodically throughout the school year.
- Common district assessments are administered at regular intervals throughout the school year. These assessments were created by an assignment design team.
- AIMS-web is used as a universal screening tool for students at all grade levels. Students considered at-risk will be assessed three times each year. The results will be used to plan instruction, provide intensive interventions, and to assess progress throughout the school year.
- Grade level teams meet weekly to plan instruction based on the assessment results.
- Each grade level team participates in common planning meetings, which allow teachers additional time for professional learning and to plan instruction. Student work is also analyzed during these meetings. During these meetings, special education and ESOL teachers participate to collaboratively plan instruction and assessments for at risk students.
- The reports from the state testing is analyzed using the interpretive guide provided by the Georgia Department of Education.

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13.   Provisions to ensure that disaggregated assessment results for each category are valid and reliable.
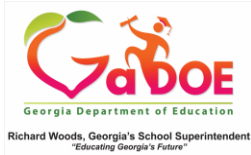
Response: The Georgia Department of Education has verified the validity and reliability of the disaggregated data on the Georgia Milestones End of Grade Test.

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14.   Provisions for public reporting of disaggregated data.

Response: Stewart Middle School reports data in the following ways:
- Data boards are posted prominently throughout our school building, including one such board in the office area, where parents and visitors will be readily able to view the data. The data are updated annually and include End of Grade testing results, attendance, and writing assessment results.
- When individual score reports are sent to students' homes, a letter is also sent which directs parents to the state website for more information regarding our school's performance on state assessments.
- Disaggregated End of Grade testing data are included in the School Improvement Plan, which is updated annually and posted on the school website.
- End of Grade testing data are reported in the Atlanta Journal Constitution annually.
- Administrators provide information regarding assessment data at school council meetings, faculty meetings, and VIP meetings.

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15.   Plan developed during a one-year period, unless the LEA, after considering the

recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program
Response:
The Stewart Middle School Improvement Plan is developed, reviewed, and revised as needed throughout the school year by a team of educators with stakeholder input.

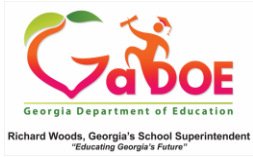| 16.	Plan developed with the involvement of the community to be served and individuals who will carry out the plan, including teachers, principals, other school staff, and pupil service personnel, parents, and students (if secondary).
Response:	All individuals who will carry out and benefit from the school-wide plan were involved in its development, including students, parents, teachers, and support personnel. An annual Title I Review Meeting will be held to invite parents, community members and stakeholders to review Parent Involvement Policy along with Title I info.

- **Certified and Classified Instructional Personnel** were involved through a staff survey. The Leadership PLC, including members representing each academic department, was involved in collecting and analyzing the data which was integral to the development of the plan.

- **Our students and parents** participated in separate surveys which measured their perceptions of current practices and processes as well as the learning environment at our school. The data from these surveys was used to plan for improvement in many areas. Parents also participated through their involvement in Very Involved Parent (VIP) meetings and the school council.

- **The Douglas County School System Title I Director** assisted in the development of the plan by monitoring the progress of the updating process.

17.	Plan available to the LEA, parents, and the public.
Response:	
A copy of the plan will be provided to the Title I Director, who will keep it on file and make it available at the district level. There will be notification made to parents and the community that a complete copy is available for review at the school and on the website.	

18.	Plan translated, to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.
Response:	
The plan is translated into the primary language of the students at Stewart Middle School. Several materials are sent home in English and Spanish. There are times when materials are sent home in other languages as well.	

19.   Plan is subject to the school improvement provisions of Section 1116.
Response:
The John W. Stewart Middle School Title I School-wide Plan is subject to the school improvement provisions of Section 1116 as amended by Georgia's Elementary and Secondary Education Act (ESEA) of 1965 Waiver approved by the United States Department of Education.