

Red Bud Middle School
Schoolwide Plan (SWP)
2016-2017

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

RBMS has comprehensive procedures in place to re-evaluate the needs of the entire school each year in order to revise the SWP. Administrators meet weekly with the science/math and literacy coaches to discuss results from planning meetings and things observed in classrooms. Results are compiled and shared to determine professional learning needs and agendas for future leadership meetings. Additionally, a comprehensive system is in place for both administrators and instructional personnel to use assessment data to maximize student achievement. This is done by disaggregating state assessment and local benchmark data. Specific students or groups of students are identified who are at-risk. Surveys are also sent home at the end of the school year to receive parent feedback. Also, at the end of each school year, the School Leadership Team meets in the summer to hold a school data retreat. During this retreat, members discuss the past school year’s successes (including analyzing standardized test data) and discuss ways to grow to make the next school year more effective concerning student achievement. Comprehensive needs-assessment also takes place during Local School Governance Team meetings and School Advisory Committee meetings where parents and community members can share thoughts and concerns, as well as take part in decision-making at RBMS. Our school positions funded by Title I provide extra support to students in the areas of math, reading and writing, as well as, a position that serves as a liaison between the school and parents (Literacy Coach, Family Engagement Specialist, Remedial Reading Teacher, Supplemental Math). Based on feedback from the School Leadership Team, parents, and other stakeholders, the School Improvement Goals are established. Because we are a Charter System, some of our school improvement/academic goals dually serve as charter goals.

The current student population at RBMS is 542 students based upon the March 2016 FTE count. A more detail subpopulation breakdown is provided below. RBMS has 58.65% of the student population eligible for free or reduced meals based on the October 6th, 2015 FTE. *Data Source: October 6, 2015 GA Dept. of Ed Free and Reduced Price Meal Eligibility Report*

	Enrollment Count	Enrollment Percent
Hispanic	52	9%
Am Indian	1	<1%
Asian	5	1%
Black	7	1%
White	466	86%
Two or More Races	0	0%
Total	542	100%

Data Source: FTE 2016-3 Report

College and Career Ready Performance Index (CCRPI) 2014-2015

CCRPI Score	2013-2014	2014-2015
Red Bud Middle School	76.4	84.4
GA Middle Schools	73.8	71.7

	2013-2014	2014-2015
Progress		
ELA	62%	68%
Reading	70%	N/A
Mathematics	57%	77%
Science	61%	56%
Social Studies	69%	66%
Progress Category	63.60%	74.80%

	2013-2014	2014-2015
Content Mastery		
ELA	92.70%	61.22%
Reading	96.10%	N/A
Mathematics	90.20%	77.88%
Science	83.30%	60.39%
Social Studies	87.60%	63.23%
Post Middle School Readiness		
ACCESS	too few students	too few students
% SWD served general ed environment greater than 80% of day	87%	93%
Student Attendance	95.90%	58.10%
Predictor for High School Graduation		
% of CRCT assessments at Exceeds Level / % at Proficient or Distinguished Level on GA Milestones EOGs	40.20%	41.52%
Achievement Category	85.80%	65%

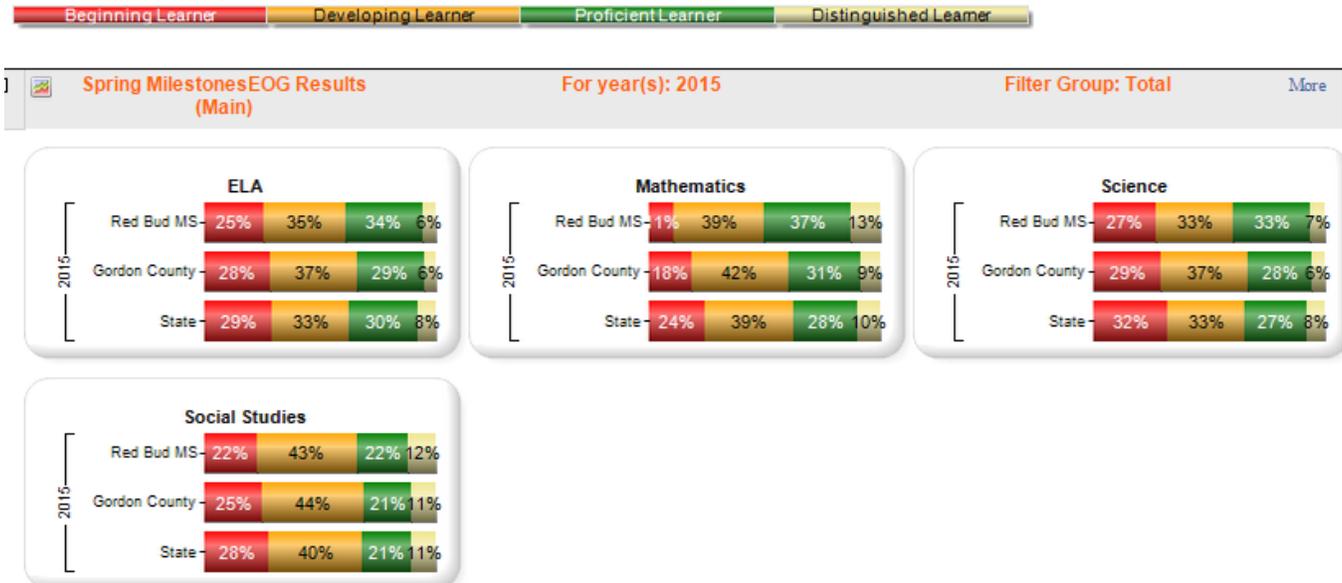
	2013-2014	2014-2015
Achievement Gap		
ELA	33%	75%
Reading	33%	N/A
Mathematics	33%	75%
Science	33%	75%
Social Studies	33%	75%
Achievement Gap Category	33.00%	75.00%

	2013-2014	2014-2015
ED/EL/SWD Performance Flags		
ELA	33%	67%
Reading	33%	N/A
Mathematics	100%	100%
Science	67%	67%
Social Studies	67%	67%
ED/EL/SWD Performance	60.00%	75%

2015 CCRPI

Subgroup Performance	End of Grade			
	English Language Arts	Mathematics	Science	Social Studies
American Indian/Alaskan	NA	NA	NA	NA
Asian/Pacific Islander	NA	NA	NA	NA
Black	NA	NA	NA	NA
Hispanic	P	P-SG	P	P
Multi-Racial	P-S	P	P-S	P
White	P-S	P	P-S	P-S
Economically Disadvantaged	P-SG	P	P-SG	P-SG
English Learners	P-SG	P	P-SG	P-SG
Students With Disability	P	P-SG	P	P

2014-2015 Milestones Results – Red Bud Middle School



2014-2016 Milestones Results – Red Bud Middle School

Year	Grade	School Name	English Language Arts						
			Number Tested	Mean Scale Score	% Beginning Learner	% Developing Learner	% Proficient Learner	% Distinguished Learner	% Proficient Learner & Above
2015	6th	RED BUD MIDDLE	276	513.7	26.4	31.5	34.4	7.6	42.0
2016	6th	RED BUD MIDDLE SCHOOL	261	505.2	26.4	38.3	30.3	5.0	35.2
Change from 14-15 to 15-16			-15	-9	0	7	-4	-3	-7
2015	7th	RED BUD MIDDLE	278	510.7	23.7	39.2	33.1	4.0	37.1
2016	7th	RED BUD MIDDLE SCHOOL	279	509.0	26.5	35.5	34.1	3.9	38.0
Change from 14-15 to 15-16			1	-2	3	-4	1	0	1

Year	Grade	School Name	Mathematics						
			Number Tested	Mean Scale Score	% Beginning Learner	% Developing Learner	% Proficient Learner	% Distinguished Learner	% Proficient Learner & Above
2015	6th	RED BUD MIDDLE	275	526.7	12.0	40.0	36.7	11.3	48.0
2016	6th	RED BUD MIDDLE SCHOOL	261	521.0	13.8	39.5	38.3	8.4	46.7
Change from 14-15 to 15-16			-14	-6	2	-1	2	-3	-1
2015	7th	RED BUD MIDDLE	279	532.4	9.3	38.0	37.6	15.1	52.7
2016	7th	RED BUD MIDDLE SCHOOL	279	525.3	15.4	36.9	31.5	16.1	47.7
Change from 14-15 to 15-16			0	-7	6	-1	-6	1	-5

Year	Grade	School Name	Science						
			Number Tested	Mean Scale Score	% Beginning Learner	% Developing Learner	% Proficient Learner	% Distinguished Learner	% Proficient Learner & Above
2015	6th	RED BUD MIDDLE	275	510.6	32.7	26.9	36.4	4.0	40.4
2016	6th	RED BUD MIDDLE SCHOOL	261	509.4	32.2	29.5	33.3	5.0	38.3
Change from 14-15 to 15-16			-14	-1	-1	3	-3	1	-2
2015	7th	RED BUD MIDDLE	278	514.6	21.6	39.6	29.9	9.0	38.8
2016	7th	RED BUD MIDDLE SCHOOL	278	513.8	28.8	30.6	31.7	9.0	40.6
Change from 14-15 to 15-16			0	-1	7	-9	2	0	2

Year	Grade	School Name	Social Studies						
			Number Tested	Mean Scale Score	% Beginning Learner	% Developing Learner	% Proficient Learner	% Distinguished Learner	% Proficient Learner & Above
2015	6th	RED BUD MIDDLE	275	503.1	28.4	42.2	20.7	8.7	29.5
2016	6th	RED BUD MIDDLE SCHOOL	261	499.5	28.7	45.6	19.5	6.1	25.7
Change from 14-15 to 15-16			-14	-4	0	3	-1	-3	-4
2015	7th	RED BUD MIDDLE	277	519.4	16.2	44.8	23.1	15.9	39.0
2016	7th	RED BUD MIDDLE SCHOOL	278	510.2	25.5	38.8	24.1	11.5	35.6
Change from 14-15 to 15-16			1	-9	9	-6	1	-4	-3

RBMS had an 84.4 CCRPI, which demonstrated excellent growth from the previous year. The CCRPI score for the school is above the state score for middle schools.

RBMS has experienced a decrease in the number of students achieving content mastery in all content areas. RBMS will continue to focus on reading and math in order to increase the content mastery of each area by 5% on the GA Milestones. Improvements in all areas are necessary in order to improve student achievement. RBMS experienced great gains in the area of student progress and achievement gap, which confirms that continued focus on individual student growth is of value.

Disciplinary literacy and writing across the curriculum are two fundamental goals for Red Bud Middle School's literacy plan. These components are crucial in order to close the achievement gap that is reflected in the science and social studies data. Increasing the literacy skills that students utilize within these content areas will help facilitate the acquisition of content area standards.

In addition, SWD are struggling to meet performance targets in reading, ELA, science, and social studies. EL students are not meeting performance targets in ELA, science, and social studies. Strengths from the CCRPI report are in the area of progress and achievement.

This school year RBMS will continue to work in preparing our students for the rigor of the Georgia Milestones in ELA and Math. SLO's will be given in science and social studies. Continued focus on constructed responses will take place, through the use of constructed response reading assessments given during our periodic assessment time. A "3 or 4" is "meets" or "exceed" on a four-point constructed response item. Additionally, math will continue to focus on algebra and justifications.

The School Improvement Plan (available) identifies actions, strategies, resources, timelines, people necessary to complete, and evaluation methods.

We have developed our schoolwide plan with the participation of individuals who will help to carry out the comprehensive schoolwide program plan.

Those persons involved were. . .

- Jennifer L. Hayes – Principal
- Justin Timms- Asst. Principal
- Becky Reynolds– Science/Math Coach
- Becky Hulsey- Literacy Coach
- Gwin Culberson – Lead ESS teacher
- Jennifer Pulliam – Family Engagement Specialist
- David Weaver – Counselor
- Amanda King – Lead Gifted Teacher
- Matt Fox – Teacher
- Kim Turner – Teacher
- Kay Barnett – Teacher
- Pat Hensley – Teacher
- Daniel Morrison – Parent
- Local School Governance Team – including parents and community members
- Parent Teacher Organization – including parents and community members

2. Schoolwide reform strategies that are scientifically researched based and:

(a) Provide opportunities for all children in the school to meet or exceed Georgia’s proficient and advanced levels of student performance.

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

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

(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 Educate America Act.

RBMS has a variety of schoolwide reform strategies in place to provide students with the opportunity to succeed on the state’s proficiency and advanced levels of academic achievement. RBMS uses effective instructional strategies and methods, which are considered research-based. Teachers are receiving training to effectively implement the Common Core Curriculum in order to ensure consensus on what students should know, understand, and be able to do. Teachers use common performance tasks, and they utilize the data results of both formative and summative assessments to guide future instruction.

All teachers at RBMS are implementing standards-based classrooms to include the workshop model and posting of the standards with related anchor charts. Teachers also implement research-based best practices and instructional strategies to promote differentiation, high order thinking (DOK), the use of graphic organizers, and both activating and summarizing strategies. Other schoolwide reform strategies implemented include the use of RTI and the Pyramid of Intervention, as well as targeted instruction for ESS and ESOL students. Data is utilized schoolwide to inform instruction, to set achievable goals, and provide extra assistance to at-risk students.

3. Instruction by highly qualified professional staff.

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

Highly qualified teachers receive support in a variety of ways at RBMS. Both grade-level and content-specific meetings occur weekly (including ESS teachers and co-teach teams) in order to define what students should know, do, and understand. Administrators and coaches provide teachers with feedback from observations, and teachers are provided with training and guidance on the expected standards-based practices. Teachers at RBMS have the opportunity to observe each other's classrooms and provide feedback on observed classroom practices. Additionally, teachers receive support and training in the areas of math workshop, writer's workshop, as well as the examination of student work and writing effective commentary. Training is also provided on the Pyramid of Intervention, the co-teaching model, and the analysis of both summative and formative data.

At the system level, recruiting is coordinated with all schools by the Human Resources department and includes job fairs, transfer fairs, and recruiting within and outside of the state. The Title IIA Highly Qualified program is implemented in all hiring processes at the school level.

4. Professional development for staff to enable all children in the school to meet performance standards.

Teachers and staff members are available to receive professional development opportunities each week during planning times. Based on the comprehensive needs assessment, areas of professional development are targeted and designed and include results compiled from both system and school level focus walks. Both the science/math and literacy coaches will provide continuous on-going trainings in the areas of science, math, reading and writing to help all students meet performance standards. In addition to content specific training, teachers will receive training on balanced assessments, looking at student work, formative assessments, and differentiation. All faculty members receive frequent training and reinforcement on Study Island, technology, SLDS, SRI, the analysis of data, and usage of Performance Matters, which informs all instructional decisions.

5. Strategies to Increase Parent Involvement

RBMS strives to have active parent, teacher, and community member participation through Open House night, Standards Night, Morning Parent Meetings, Coffee & Conversation, School Advisory Committee, and monthly Local School Governance Team meetings. The Family Engagement Specialist provides outreach and support for families by acting as a liaison between the home and school. RBMS also implements a Teacher/Administrator/Parent Compact, which represents the commitment by all parties for working together to foster academic success of the students. A parent resource center is available at RBMS that provides information on issues related to middle school students and academic success, as well as two computers for parents to utilize to access information. Additionally, parents receive regular communication from the school and to assist in the transition to middle school. Parent Involvement funds are utilized to purchase support materials for the parent resource room, transition to middle school communications, tips, and brochures, and communication cards/stamps to send items home that need to be mailed.

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

This component does not apply to RBMS.

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.

RBMS teachers are extremely involved in academic assessment decisions. All certified staff develop common assessments and rubrics based on the Georgia Common Core Curriculum. Teachers work individually and collaboratively to examine student work based on standards and common assessments. Balanced assessments are also utilized to enhance achievement through conference logs, portfolios, authentic performance tasks, constructed responses, and journaling.

Teachers utilize data results from both formative and summative assessments to drive future implementation of the curriculum. Teachers assist in disaggregating benchmark data through item analysis to identify at-risk students and adjust curriculum plans. At-risk students are monitored as needed by classroom teachers. Teachers implement RTI and determine the needed levels of intervention for at-risk students. Teachers provide students with remediation/acceleration time each week, before and after school tutorial help, needs based grouping, and Study Island interventions.

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

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

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

Programs and Descriptions:

1. Title I, Part A: Salary for remedial reading teacher and job embedded coaching. Parental involvement activities and materials, during school supplementary instruction for our at-risk students in the areas of math and reading. Additional support from the District Family Engagement Specialist and District Instructional Coaches.
2. McKinney-Vento Homeless: Homeless Liaison, Homeless Program Assistant. Funds provide support services for eligible students.
3. Title IIIA: English for Speakers of Other Languages (ESOL): Provides funds for interpreters, instructional materials, and professional learning of qualified ESOL staff.
4. Title IIA: Highly Qualified Personnel: Provides funds for reimbursement of certification tests, recruitment activities, and professional learning to provide differentiated instruction, and evaluation training for administrators to improve instruction. Part-time science/math coach shared with high school.
5. Title IV, Part A: Safe and Drug Free Schools (no individual school funds): Provides funds to RESA for services and professional learning to improve school environments.
6. IDEA, Part B: Professional learning opportunities for math and reading; ESS Social Worker, ESS transition coordinator, ESS paraprofessional.
7. State Funds: Instructional supplies, technology (hardware, software, licensing, and support), professional development, 20 day money for additional support for struggling students.

8. Local Funds: Salary for instructional positions, part-time graduation coach split with the high school and system social worker.

Our school system writes and submits a consolidated application every year to address coordination of federal, state, and local program funds and services to improve student achievement. In addition to what has already been listed, the following programs also positively impact our work towards reaching our goals:

- Free and Reduced breakfast and lunch program
- Red Ribbon Week
- Christmas Assistance
- Student Assistance Programs
- College & Career Readiness
- Skills to Pay the Bills
- School wide Mentoring Program
- College Information/Dual Enrollment Information Classes for Parents/Students
- RESA
- Spelling Bee & Geography Bee
- Back Pack Buddies
- 4-H
- Community Drives (Unity Run, Relay for Life, etc)
- Young Georgia Author's program
- ESS Mentoring/Attendance incentives
- Positive Persons
- Athlete of the Month
- Red Bud Representatives
- Sources of Strength Peer Leaders

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

- (a) Measures to ensure that students' difficulties are identified on a timely basis.**
- (b) Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties.**
- (c) Teacher-parent conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to the student at the school or in the community.**

The faculty and staff at RBMS implement a variety of strategies to provide additional assistance for students who experience difficulty. During connections time, a remedial class in reading will be in place to provide supplementary instruction to help students meet the standards. Additionally, supplemental math instruction will be provided to students needing support in mathematics. Co-teachers work together to analyze ESS student work to make accommodations/modifications in instruction. A variety of interventions are in place to assist with these at-risk students through the Pyramid of

Intervention/RTI. These interventions include daily remediation and enrichment, before and after school tutorial, Read 180, Study Island web-based program, and mentoring. Additionally, attendance of all students is monitored closely by the ART attendance team. ESS students are assigned a mentor to provide focused support for at-risk ESS students, in addition to the school wide mentoring program. The graduation coach and counselor also provide instruction to students of study skills, career readiness, and test taking strategies.

The school's master schedule confirms daily planning opportunities for each teacher at RBMS. Planning each day allows teachers to meet within a grade level, with content specific teachers, time for professional development opportunities, and time for parent conferences and other meetings. All ESS co-teach teams have common planning. New teachers to RBMS will receive feedback from system, school level training/support, and peer focus walks. New Teachers participate in an Induction Program with fellow teacher mentors. Training opportunities are provided by the science/math coach, literacy coach, and administration, as well as new teacher orientation. Trainings will include standards-based classrooms practices, the workshop model, reading strategies, best-practices, integration of technology, analysis and use of data, Performance Matters, FALS, SLDS, and RTI/Pyramid of Intervention.

Parent-teacher conferences are scheduled for planning times, before/after school, and at the request of guardians. Additionally, conferences are scheduled whenever a student evidences academic, social, or behavioral concerns. The School compact is utilized in these conferences as a resource for solutions and strategies for parents, students, teachers, and administrators. The Family Engagement Specialist also offers parent trainings and resources focusing on how parents can assist students with academic success.

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

RBMS uses formative assessment results in all classes to inform instructional practices, inform students of individual progress, and for parent-teacher conferences. The system uses a data warehouse to disaggregate system benchmark assessments and state assessments for teachers and students, and to provide communication to students and parents. Additionally, the school provides letters to all parents following the return of the results of GA MILESTONES END OF GRADE TEST which includes information on interpretation of the scores. Teachers continually utilize formative assessments to review instruction and make necessary changes. Needs based instruction is provided from review of all assessment data. Teachers continually utilize formative and summative results to determine strengths, weaknesses, and student needs. These results are communicated to parents.

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

- The leadership team has developed School Improvement Goals for which assessment results are disaggregated.
- The leadership team meets regularly to review strategies/plans to implement within the School Improvement Goals.
- CCRPI reports are posted on the Georgia Department of Education website.
- Data is shared with the Leadership Team, parents, and Local School Governance Team members, and all stakeholders.

- The Schoolwide Plan is available to view on the RBMS website and available for parent or community review at all parent involvement events.
- RBMS regularly has Leadership Team meetings, grade level meetings, and provides opportunities throughout the year for schoolwide data analysis and professional learning days.

12. Provisions for seeking statistically sound results for each category for which assessment results are disaggregated.

- Use of data is provided by the Georgia Department of Education and by Gordon County Schools.
- Data is collected and reviewed at varied levels within the school including by grade levels, leadership team, schoolwide data digs, and through Student Support Teams.
- Data is reviewed and discussed regarding individuals at parent conferences
- Comparison of data using state reports.
- Use of the DOE website and CCRPI information.
- GA MILESTONE END OF GRADE TEST results.
- Nine week benchmark results.
- SRI results.
- Performance Matters analysis.

13. Provisions for public reporting of disaggregated data.

- RBMS publishes our results on the school website.
- CCRPI results are published in the newspaper and on the school website.
- The Georgia Department of Education website provides public access to test scores and CCRPI data including School Climate Star Ratings.
- The Schoolwide Plan, along with the School Improvement Goals and Plan, are posted on the RBMS website.
- Data was shared with the Leadership Team and parents. The data was reviewed with the Local School Governance Team, which is comprised of parents, community members, administrators, and teachers.
- The Schoolwide Plan is available to view on the RBMS website and available for parent or community review at all parent involvement events.
- Our school testing results will be available on the school website (State of the School presentation posted).

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 plan.

- The Title I Schoolwide Plan has been developed during the 2015-2016 school year. Initial work began with the RBMS Leadership Team (School Improvement Team) during the summer of 2015.

- The RBMS Leadership Team (School Improvement Team) will meet in the summer to review the data resources from the completed year. RBMS will review the previous year's School Improvement Plan and Schoolwide Plan, which are evaluated to interpret effectiveness and areas that need more focus the following year. Using the available data, our team will revise our Needs Assessment and sets goals for each grade level and each subgroup. RBMS will then update the actual plan including strategies that will meet the academic needs of all of our students and then put special focus on the students who are at risk in our subgroups. RBMS will also develop professional development plans to increase the abilities of our teachers to better serve our students. The next step of our planning process will be to include full faculty and staff in finalizing our School Improvement/Title I Schoolwide Plan. All teachers and staff members participate in a school data review. Data at the system, school, grade, class, and student level will be analyzed and discussed. Based on findings and implications, the School Improvement Plan draft will be finalized. The plan will be collectively implemented and consistently monitored. All stakeholders will be aware of the common direction established with the plan. The final step of the planning process is to implement and monitor/measure the academic and professional development plans and strategies, as determined by the current Needs Assessment.

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.

- The following groups met and discussed the development of Schoolwide Plan relative to current data including CCRPI indicator performance, Milestones scores from previous years, as well as, attendance data. The data was disaggregated to reflect subgroups as well as schoolwide performance.
 - Leadership Team – Administration, Grade level representatives, Connection teacher representative, Special education lead teacher, gifted education teacher, Family Engagement Specialist, Counselor, and Graduation Coach.
 - Local School Governance Team – Administrators, teachers, community representative, and parents.
- A parent survey was sent home with all students. The Family Engagement Specialist collects and disaggregates the data, and shares with the Leadership Team.

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

- The Schoolwide Plan will be available each year at Open House Night.
- The Schoolwide Plan will be posted on the RBMS school website.
- Copies of the Schoolwide Plan will be available in the office area, through the Family Engagement Specialist's office, and parent resource room.
- Copies of the Schoolwide Plan are always on hand and made available to parents at all functions where parents are in attendance.
- The administration will share the plan with our staff and stakeholders.

17. Plan is translated, to the extent feasible, into any language that a significant percentage of the parents of participating students in our school speak as their primary language.

Our Schoolwide Plan, Parent Involvement Policy, and our Parent/School Compact will be translated into Spanish after it is written and reviewed with the assistance of parents and community members. Copies of these documents will be available in Spanish and distributed to our parents as needed. Copies of each document are housed in the office area and on the school website; these can be obtained through our Family Engagement Specialist.

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

- All priority, focus, and alert schools (if applicable) will complete and participate in all requirements according to state and federal guidelines. We will offer flexible learning programs (FLP) if applicable if we should enter the FLP requirement that requires specific interventions. We will work with the GaDOE and our District to complete all requirements for improvement.
- Red Bud Middle School is not a Priority, Focus, or Alert school.

Last Updated: 8/24/16