



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

Georgia Department of Education Title I Schoolwide/School Improvement Plan

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: Gladden Middle School	District Name: Murray	
Principal Name: Dr. Phillip Greeson	School Year: 2016-2017	
School Mailing Address: 700 Old Dalton Ellijay Road, Chatsworth, Georgia 30705		
Telephone: 706-695-7448		
District Title I Director/Coordinator Name: Barbie Kendrick		
District Title I Director/Coordinator Mailing Address: PO Box 40, Chatsworth, GA 30705		
Email Address: barbie.kendrick@murray.k12.ga.us		
Telephone: 706-695-4531		
ESEA WAIVER ACCOUNTABILITY STATUS		
(Check all boxes that apply and provide additional information if requested.)		
Priority School <input type="checkbox"/>	Focus School <input type="checkbox"/>	
Title I Alert School <input type="checkbox"/>		
Principal's Signature:	Date:	
Title I Director's Signature:	Date:	
Superintendent's Signature:	Date:	
Revision Date: September 2016	Revision Date:	Revision Date:



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

Georgia Department of Education Title I Schoolwide/School Improvement Plan

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.



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

Georgia Department of Education Title I Schoolwide/School Improvement Plan

Planning Committee Members

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Dr. Phillip Greeson		Principal
Jennifer Jones		Assistant Principal / Title I Coordinator
Audre Allen		Instructional Coach
Jeremy Sheram		Science Chair
Kirk Prince		Social Studies Chair
Summer Mahan		ELA Chair
Sara Jones		Math Chair
Donna Leonard		ESS Team Leader
Nicole Brown		Connections Chair
Sandra Mitchell		8 th Grade Team Leader/Teacher
Jacob Rector		7 th Grade Team Leader/Teacher
Matt Bryson		Teacher
Jennifer Knotts		Parent
Stephanie Nuckolls		Parent
Lincoln Puryear		Student
Saucy Bones		Business Partner
Rusty Jackson		Faith Based Partner
Barbie Kendrick		Title I Coordinator, Murray County Schools



Georgia Department of Education Title I Schoolwide/School Improvement Plan

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:

This schoolwide plan was developed after a comprehensive needs assessment of the entire school including academic achievement of all students. This process involved the following stakeholders:

- Gladden Middle School Faculty (included all teaching and support staff)
- The Parent Advisory Council
- Student Council Executive Committee
- Business Partner & Faith-based Partner

The following instruments, procedures, or processes have been utilized to provide information for the comprehensive needs assessment:

- Georgia Milestones Assessment End of Grade Exams (EOGs) (Language Arts, Math, Science, Social Studies, & Reading On Grade Level Indicator)
- Murray County Schools Quarterly Benchmark Assessments (Interactive Achievement/PowerSchool)
- Georgia Department of Education College and Career Readiness Performance Indicator (CCRPI) – Achievement, Growth, Sub-Group Performance, School Climate
- Scholastic Reading Inventory (SRI) for Lexile Assessment
- AdvancEd School Visits and Surveys (Student, Staff, & Parent)
- Murray County Schools District Web Page Anonymous Report Link
- Professional Learning Surveys
- Georgia Standards (www.gastandards.org)

Plan development took into account the needs of migratory children by:

- Identifying Migratory Children through various sources including self-report, community resources, the enrollment process, and teacher/staff input
- Monitoring Migratory Children's progress in classes through grades, attendance, work samples, and completion.
- Providing Support to Migratory Children through provision of tutoring, counseling, and other support services.
- Utilizing a parent liaison to foster communication between the school, Migratory Children, and their families.



Georgia Department of Education Title I Schoolwide/School Improvement Plan

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).

A selection of results and analyses of data sets considered in the comprehensive needs assessment is provided below.

Georgia Milestones Assessment End of Grade (EOG)

Pass Rates by School Year

Comparisons of school performance by school year and by core-subject pass rates indicate improvement ranging from 3 percentage points to 15 percentage points. This comparison is based on the performance of students enrolled at GMS in the 2015 school year compared to the students enrolled at GMS in the 2016 school year who earned a level 2, 3, or 4 on the EOG or an indicator of *On Grade-Level* for the Lexile assessment.

<i>EOG Pass Rates by Subject for School Year</i>			
<i>(School Year Comparison)</i>			
<i>Level 2, 3, & 4=Passing</i>			
	<u>2015</u>	<u>2016</u>	<u>Change</u>
English Lang Arts	71%	74%	3
Mathematics	72%	87%	15
Science	67%	76%	9
Social Studies	69%	81%	12
Reading On Grade Level	69%	74%	5

From this data set the stakeholders identified and agreed the least amount of positive change for Gladden Middle School when evaluating EOG Pass Rates by Subject for School Year were in the areas of English Language Arts and Reading on Grade Level.



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

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).

Pass Rates by Graduation Cohort

Improvement ranging from 6 to 23 percentage points in pass rates for achievement by core-subject was found when comparing the same cohort of students by graduation year. Pass rates for students by graduation cohort and by core-subject are provided. Level 2, 3, and 4 are used in this comparison to indicate passing the assessment and the Lexile indicator of *On Grade-Level* is used for the reading evaluation.

<i>EOG Pass Rates by Subject for Graduation Cohorts</i>				
<i>(Same Students Compared to Themselves)</i>				
<i>Level 2, 3, & 4=Passing</i>				
	<u>Cohort</u>	<u>2015</u>	<u>2016</u>	<u>Change</u>
English Language Arts	2021	61%	67%	6
	2020	70%	82%	12
Mathematics	2021	69%	80%	11
	2020	72%	95%	23
Science	2021	65%	71%	6
	2020	70%	81%	11
Social Studies	2021	70%	81%	11
	2020	74%	82%	8
Reading On Grade Level	2021	50%	69%	19
	2020	69%	80%	11

This data set indicated to the stakeholders the least amount of positive change for Gladden Middle School when evaluating EOG Pass Rates by Graduation Cohort were in the areas of English Language Arts and Science. Also, it was agreed the Graduation Cohort of 2021 showed less overall growth than the Graduation Cohort of 2020.



Georgia Department of Education Title I Schoolwide/School Improvement Plan

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).

Scholastic Reading Inventory Lexile Levels 2016-2017

Scholastic Reading Inventory (SRI) provides an accurate Lexile score for students. In order to evaluate student reading achievement Gladden Middle School administers the SRI three times a year – Beginning of Year, Middle of Year, and End of Year. Beginning of the year assessment results are below.

Beginning of Year Assessment						
SRI Performance Range	All Students	n	Grade 7	n	Grade 8	n
Advanced	16%	90	13%	36	19%	54
Proficient	23%	129	24%	63	23%	66
Basic	34%	188	34%	91	34%	97
Below Basic	27%	148	29%	78	24%	70

The stakeholders identified that 61% of Gladden Middle School students for the current 2016-2017 school year are not proficient with reading.

College & Career Readiness Performance Index (CCRPI)

The CCRPI provides comprehensive, comparative school performance data taking into account both achievement on state assessments as well as indicators of school climate and sub-group performance.

College & Career Readiness Performance Indicator (CCRPI)

Georgia Department of Education

Index Indicators	2016 Points	2017 Points
Achievement	25.1	
Progress	34.1	
Achievement Gap	5.8	
EL/ED/SWD Performance	1.4	
Exceeding the Bar	1.5	
Sub Group Performance		
School Climate Rating	n/a	5 Stars
TOTAL SCORE	67.9	



Georgia Department of Education Title I Schoolwide/School Improvement Plan

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).

The stakeholders identified [update after 2017 scores released].

AdvancEd Stakeholder Survey Results

Stakeholder Survey - School Level Average Score by Indicator			
Indicator	Parent Survey	Staff Survey	Student Survey
1.1	4.39	4.58	4.26
1.2		4.42	4.02
1.3	4.48	4.64	4.29
2.1		4.61	4.01
2.2	4.30	4.25	
2.3	4.21	4.22	
2.4	4.4	4.50	4.14
2.5	4.28	4.19	
2.6		4.42	
3.1	4.21	4.39	4.20
3.2		4.31	4.31
3.3	4.27	4.31	4.09
3.5	4.23	4.50	
3.6	4.36	4.32	4.29
3.7		4.01	
3.8	4.17	4.14	4.00
3.9	4.28	4.11	4.06
3.10	4.15	4.32	4.18
3.11		4.52	
3.12	4.31	4.44	4.17
4.1	4.37	4.47	
4.2	4.30	4.48	
4.3	4.38	4.10	3.78
4.4	4.33	4.40	4.35
4.5		4.39	4.17
4.6	4.34	4.21	4.00
5.1		4.50	
5.2		4.38	
5.4	4.41	4.56	4.34
5.5	4.29	4.50	3.90
Average	4.3	4.38	4.13

Response Count

6020

1908

14720



Georgia Department of Education Title I Schoolwide/School Improvement Plan

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).

The stakeholders identified Indicators 1.3 & 5.4 as the commonly agreed upon highest rated indicator for all three survey groups for the AdvancEd Stakeholder Survey.

- 1.3 – *The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.*
- 5.4 – *The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.*

The stakeholders did not identify a commonly agreed upon lowest indicator for all three survey groups for the AdvancEd Stakeholder Survey. Stakeholders identified that staff and student survey results agreed the lowest ranked indicator was 4.3.

- 4.3 – *The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.*

Results of Needs Assessment by Stakeholders

- **Language Arts Achievement Levels are Lowest.**
 - SMART Goal – Language Arts level 2, 3, & 4 on the Georgia Milestones EOG will increase from 74% to 80% by June 30, 2017.
- **Reading (Lexile levels On Grade Level) – Sixty-one percent of students are not on grade level.**
 - SMART Goal – Reading on Grade Level as measured by the SRI Lexile Assessment will increase from 39% to 80% Proficient or Advanced by June 30, 2017.
- **Student achievement of learning standards in Math, Science, and Social Studies are negatively impacted when not reading on grade level.**
 - SMART Goal – Math, Science, and Social Studies level 2, 3, & 4 on the Georgia Milestones EOG will increase from 87% to 90% (Math), 76% to 80% (Science), and 81% to 85% (Social Studies) by June 30, 2017.



Georgia Department of Education Title I Schoolwide/School Improvement Plan

2. Schoolwide reform strategies:

Response:

Following the comprehensive review of student data a comprehensive set of reform strategies were developed by the stakeholders to address the results of the needs assessment in order to improve student achievement.

Organizational Strategies

- **Increased Instructional Time** – Classes times will be increased from 1:10 to 1:25 with the reduction of connection/elective time in the daily schedule.
- **Small Class Sizes in Academics** – Maintain class sizes under 27 in academic courses.
- **Collaborative Planning within Content Areas** – Increase, improve, and support collaborative planning for teachers. (2 collaborative planning meetings each week within subject and by grade level within subjects, evaluate collaboration, provide direction).
- **Learning Commons** – The Media Center will be updated and reorganized around the themes of Collaboration, Creativity, Critical Thinking, and Communication.
- **Positive Behavior Intervention and Support (PBIS)** – The PBIS program provides support and structure to students to facilitate success in the classroom.
- **GA Milestones EOG Testing Schedule** – The testing schedule will designed around student needs to maximize their ability to perform well on the assessment.

Instructional Strategies

- **Whole School Reading Intervention** – Implement the use of Reading Assistant from Scientific Learning using computer-based diagnostic intervention to improve Lexiles with 5-6 desktops in all 6 Language Arts classrooms. The Language Arts teachers will use the SRI Lexile assessments to gauge improvement and address learning of all students.
- **Focused Reading Intervention (Remedial)** – Identify students in the school with the lowest Lexile levels and place them in a year-long Fast For Word (FFW) connection/elective course. The 45 minute FFW protocol will be used with students and the remaining 40 minute class time will be used to provide small group, targeted reading assistance.
- **Cross Curricular Reading/Writing Program** – Begin a first year implementation of the Write From the Start program to provide a common framework and language for all academics to use when teaching reading/writing. The program provides students ways to reflect on information, assess data, share information, analyze complex problems, think critically, and work collaboratively. The use of thinking processes supported by thinking maps provides all students tools to function at higher levels.
- **Utilize Assessment to Drive Instruction** – Provide access and direction of use for Interactive Achievement from Power School for teachers to develop formative and summative assessments cooperatively within collaborative planning to assess learning of



Georgia Department of Education Title I Schoolwide/School Improvement Plan

2. Schoolwide reform strategies:

students and design appropriate learning strategies in an online environment. These assessments will be similar to the Milestones EOG. Providing feedback on student attainment of standards prior to the end of year assessment will assist in student achievement.

- **Core Academic Practice** - Utilize IXL online learning tool within classrooms and to students at home using iPads and desktop computers to dynamically and adaptively provide instructional support for students based on their current performance level.
- **Interactive Notebooks** – Expand the use of interactive notebooks to support and extend student learning and engage students with the standards based curriculum. Interactive notebooks enable students to be creative, independent thinkers and writers. They are able to express their ideas and organize their learning and information presented in class.

Supplementary Activities

- **After School Tutoring** – Teachers will provide after school tutoring until 4:15pm to students who are performing below standard in their classroom. (Transportation assistance will be provided by the administration.)
- **Technology & BYOD** – The second year of the Bring Your Own Device (BYOD) program at Gladden Middle School will provide students the opportunity use their mobile devices for learning activities. There is not whole school directive to restrict device use in the classroom. Primary uses include information gathering by students and formative assessment of learning.
- **Academic Review Meetings** – Identification of students who are predicted to perform poorly and provide intervention and monitoring of learning will continue for its second year at Gladden Middle School. Indicators include previous EOG performance, attendance, Lexile scores, and teacher input.
- **Holiday Packets** – Students will be provided with standards based preview and review activities during holiday breaks for rewards. These include Thanksgiving, Christmas, Winter, Spring, and Summer Breaks.
- **Attendance Coordinator** – GMS will utilize a teacher to monitor and contact students who advance on the attendance protocol during the teacher's extra planning period.
- **Parent Communication** – Parent Nights will be held monthly in connection with progress reports being sent home. Also, GMS teachers contact parents of students with four week grades below 75 to offer support, direction, and assistance.

Professional Development

- **Instructional Coach** – A full time instructional coach is used to create a professional coaching relationship for teachers where the coach is a resource for improvement of instructional strategies. The coach supports all teachers through individual conferencing, classroom observations upon request, modeling of instructional strategies, and information gathering and sharing. The coach is also supportive of the collaborative planning process, guides data interpretation, and supports schoolwide reform strategies.



Georgia Department of Education Title I Schoolwide/School Improvement Plan

2. Schoolwide reform strategies:

- **Weekly Instructional Strategy Challenges** – Teachers are rewarded if they participate in a weekly instructional challenge designed by the instructional coach.
- **Peer Coaching** – Instructional staff will utilize a peer coaching program to roll out new instructional strategies and technology integration. The coaching pairs practice strategies together, observe each other instituting the strategy, and reflect on their practice of the strategy in order to professionally implement effective instructional changes.
- **Professional Learning Communities** – In addition to the collaborative planning professional learning community, teachers will be given a choice of an additional schoolwide PLC from which to choose their involvement relating to school improvement goals and individual professional development goals.
- **Faculty Data Review Meetings** – Individual meetings with the administration and the instructional staff will occur where previous student performance data is reviewed, analyzed, and plans made to address any areas of weakness.

- 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:

Gladden Middle School’s schoolwide improvement plan is written and implemented to insure all students perform at proficient or advanced levels in academic achievement. The impact of the schoolwide reform strategies is not limited in scope to a small group of students. All students are impacted by the schoolwide reform strategies to meet the improvement goals. While all strategies outlined focus on the whole school, there are specific parts of the schoolwide plan that target students who may not perform at the proficient or advanced level in achievement. These include:

- **Academic Review Meetings** – Students predicted to perform below proficient are targeted for Academic Review Meetings (ARM) where the school, student, and parents cooperatively develop an individualized plan with specific strategies to promote achievement at proficient or advanced levels.
- **Parent Communication** – Parents of students performing below a 75 require parent contact by the teacher in order to intervene before a student fails.
- **Focused Reading Intervention (Remedial)** -- Fast For Word and reading intervention course across the school year for low Lexile earning students.
- **After School Tutoring** – Provided by instructional staff to support low performing students.

In addition to these strategies the school utilizes the Response To Intervention (RTI) strategy to respond to students performing at low levels and provide effective instructional strategies. Students progress through an eight week program where they are given intensive intervention and their progress is carefully monitored using various forms of data. If interventions are not successful after this time period, more intensive interventions begin with work sample analysis



Georgia Department of Education Title I Schoolwide/School Improvement Plan

<ul style="list-style-type: none"> ● 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).
<p>and monthly parent meetings for the next three months</p>

<ul style="list-style-type: none"> ● Use effective methods and instructional strategies that are based on scientifically based research that: <ul style="list-style-type: none"> ○ strengthen the core academic program in the school. ○ 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 ○ include strategies for meeting the educational needs of historically underserved populations
--

Response:

Gladden Middle School’s schoolwide improvement plan contains effective methods and instructional strategies that are based on scientifically based research.

Strategies based on scientifically based research include:

- Increased Instructional Time
- Small Class Sizes in Academics
- Positive Behavior Intervention and Support (PBIS)
- Whole School Reading Intervention
- Focused Reading Intervention (Remedial)
- Cross Curricular Reading/Writing Program
- Utilize Assessment to Drive Instruction
- Core Academic Practice
- Interactive Notebooks
- Technology & BYOD
- Parent Communication
- Instructional Coach
- Peer Coaching
- Professional Learning Communities

Strategies that strengthen the core academic program in the school include:

- Collaborative Planning
- Whole School Reading Intervention
- Cross Curricular Reading/Writing Program
- Utilize Assessment to Drive Instruction
- Core Academic Practice
- Interactive Notebooks
- Holiday Packets



Georgia Department of Education Title I Schoolwide/School Improvement Plan

- Instructional Coach
- Peer Coaching

Strategies that increase the amount and quality of the learning time and help provide an enriched and accelerated curriculum include:

- Increased Instructional Time
- Small Class Size in Academics
- Learning Commons
- Whole School Reading Intervention
- Interactive Notebooks
- After School Tutoring
- Technology & BYOD
- Attendance Coordinator
- Parent Communication

Strategies that meet the educational needs of historically underserved populations include:

- Positive Behavior Intervention and Support (PBIS)
- Focused Reading Intervention (Remedial)
- Whole School Reading Intervention
- Cross Curricular Reading/Writing Program
- After School Tutoring – with transportation provided as needed
- Academic Review Meetings
- Faculty Data Review Meetings

- 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:

- counseling, pupil services, and mentoring services;
- 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
- the integration of vocational and technical education programs; and

Response:

Strategies that address low achieving students and those at risk of not meeting the state student achievement standards who are members of the target population include:

- Focused Reading Intervention (Remedial)
- Cross Curricular Reading/Writing Program
- Utilize Assessment to Drive Instruction
- Core Academic Practice



Georgia Department of Education Title I Schoolwide/School Improvement Plan

- 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:
 - counseling, pupil services, and mentoring services;
 - 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
 - the integration of vocational and technical education programs; and

- After School Tutoring
- Academic Review Meetings
- Holiday Packets
- Attendance Coordinator
- Parent Communication
- Instructional Coach

Gladden Middle School employs a full time school counselor who coordinates counseling services, career and college awareness and preparation activities, and classroom guidance activities based on a need assessment administered each year. High school and post-secondary planning activities are also addressed with the leadership of the school counselor through an advisement program within the school.

Gladden Middle School provides vocational and technical education programs to its students through connections/electives courses. Technology classes and Agriculture classes are available to students to explore careers and skills in these fields.

- 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:

Gladden Middle School identified the following needs to be addressed in the Schoolwide Improvement Plan and set the corresponding Specific, Measureable, Achievable, Realistic, and Timely (SMART) Goals:

- **Language Arts Achievement Levels are Lowest.**
 - SMART Goal – Language Arts level 2, 3, & 4 on the Georgia Milestones EOG will increase from 74% to 80% by June 30, 2017.
- **Reading (Lexile levels On Grade Level) – Sixty-one percent of students are not on grade level.**
 - SMART Goal – Reading on Grade Level as measured by the SRI Lexile Assessment will increase from 39% to 80% Proficient or Advanced by June 30, 2017.



Georgia Department of Education Title I Schoolwide/School Improvement Plan

- **Student achievement of learning standards in Math, Science, and Social Studies are negatively impacted when not reading on grade level.**
 - SMART Goal – Math, Science, and Social Studies level 2, 3, & 4 on the Georgia Milestones EOG will increase from 87% to 90% (Math), 76% to 80% (Science), and 81% to 85% (Social Studies) by June 30, 2017.

The Gladden Middle School schoolwide improvement plan is coordinated with the Murray County Schools district improvement plan and also adheres to the improvement goals of the Georgia Department of Education by addressing academic achievement improvement in core academic subjects and reading.

3. Instruction by highly qualified professional staff

Response:

Gladden Middle School employs 100% highly qualified professional staff as outlined by the Georgia Department of Education and evaluated by the Georgia Professional Standards Commission in cooperation with the Murray County Schools Personnel Department.

4. In accordance with Section 1119 and 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.

Gladden Middle School provides highly-qualified and ongoing professional development to enable all students in the school to meet the state's student academic achievement standards by providing the following:

- **Collaborative Planning within Content Areas** – Increase, improve, and support collaborative planning for teachers. (2 collaborative planning meetings each week within subject and by grade level within subjects, evaluate collaboration, provide direction).
- **Instructional Coach** – A full time instructional coach is used to create a professional coaching relationship for teachers where the coach is a resource for improvement of instructional strategies. The coach supports all teachers through individual conferencing, classroom observations upon request, modeling of instructional strategies, and information gathering and sharing. The coach is also supportive of the collaborative planning process, guides data interpretation, and supports schoolwide reform strategies.
- **Weekly Instructional Strategy Challenges** – Teachers are rewarded if they participate in a weekly instructional challenge designed by the instructional coach.
- **Peer Coaching** – Instructional staff will utilize a peer coaching program to roll out new instructional strategies and technology integration. The coaching pairs practice strategies together, observe each other instituting the strategy, and reflect on their practice of the strategy in order to professionally implement effective instructional changes.
- **Professional Learning Communities** – In addition to the collaborative planning



Georgia Department of Education Title I Schoolwide/School Improvement Plan

4. In accordance with Section 1119 and 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.

professional learning community, teachers will be given a choice of an additional schoolwide PLC from which to choose their involvement relating to school improvement goals and individual professional development goals.

- **Faculty Data Review Meetings** – Individual meetings with the administration and the instructional staff will occur where previous student performance data is reviewed, analyzed, and plans made to address any areas of weakness.

Additional professional development activities include monthly staff meetings and monthly leadership team meetings to provide data-based and research focused training to staff members to meet the improvement goals of the school. Also, the school provides professional development during the seven school days prior to school beginning in September, one day prior to the January start of school, and two days after the end of school for staff. Other on-going professional development is supported by the school through professional leave granted to attend conferences, workshops, and trainings that support both the schoolwide improvement plan, the personal professional development goals of the individual staff member, and the district's improvement plan.

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

Response:

Gladden Middle School, a high-needs school, seeks to attract, retain, and develop high-quality, highly qualified teachers through the following methods:

- Provide a work environment focused on student learning.
- Provide a work environment where everyone is treated with respect and as a professional.
- Provide a work environment where the expectation is that students, parents, and staff all give 100% to the goals of the school.
- Coaching responsibilities and expectations at the school are tertiary in importance of the goals of first, the individual, and second, the teaching professional.
- The evaluation system, TKES, is used as a coaching mechanism rather than a professional disciplinary tool.
- Engaging and professional spaces where teachers can function in comfort are provided to teachers through the collaboration room and the professional seminar room.
- Teacher duties outside the classroom are minimal.
- All staff are provided a duty-free lunch.
- When selecting new staff members to interview through the TeachGeorgia.Org site, the principal selects individuals who are highly-qualified.
- The leadership of the school provides incentives for teachers such as special parking, passes to leave early, pudding cups, and private lunchroom dining areas for teachers.



Georgia Department of Education Title I Schoolwide/School Improvement Plan

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

Response:

Gladden Middle School increases parental involvement through the following activities and methods:

- Walk Your Student To Class On the First Day
- Monthly Parent Nights
- Literacy Nights twice a year
- Parent Volunteer Program
- Mail Out Newsletters/letters concerning literacy
- Required Meetings for Parents of Athletes
- Required Parent Involvement in Academic Review Meetings (Target Group)
- Parent Council
- School Way Communication System

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:

Gladden Middle School is a school for grades seven and eight. No transition from early childhood programs is applicable.

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:

Gladden Middle School includes teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program by:

- Leadership Team – Assists and directs the use of state, district, and school assessments.
- Faculty Meetings – Provide information and input opportunities to staff concerning assessment three times a year.
- Professional Development – Staff are provided with updates, learning opportunities, and conferences to gain recent, up to date information concerning the assessment program of students. Opportunities to review content weights and scope of evaluation of the assessment are provided to staff.



Georgia Department of Education Title I Schoolwide/School Improvement Plan

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:

Gladden Middle School ensures that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards are provided with effective, timely additional assistance, which include measures to ensure student difficulties are identified on a timely basis and provided sufficient information on which to base effective assistance through the following activities:

- Academic Review Meetings – Targets low performing students. Provide intervention, strategies, and follow up.
- Response to Intervention – Students with learning difficulties are evaluated for assistance.
- Individualized Educational Plans
- After School Tutoring
- English Learner Courses
- Focused Reading Intervention (Remedial)
- Parent Communication – Students with <75 are contacted by teacher.
- Core Academic Practice – IXL
- Whole School Reading Intervention – Reading Assistant
- Utilize Assessment to Drive Instruction – Teachers cooperatively develop formative and summative assessments that evaluate student achievement of learning standards and design remediation strategies as needed.

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:

Gladden Middle School coordinates and integrates federal, state, and local services and programs including the following:

- Georgia Department of Family and Children Services
- Georgia Hope Counseling Agency
- The Family Support Council
- Georgia Department of Juvenile Justice
- Dalton State College



Georgia Department of Education Title I Schoolwide/School Improvement Plan

- Murray County Schools Nutrition Program
- Future Farmers of America
- Murray County Sheriff
- Chatsworth Police Department
- Georgia Department of Natural Resources
- Murray County Community Christmas
- Murray Medical Center
- Hamilton Medical Center
- Associates in Orthopedics and Sports Medicine
- Chatsworth First United Methodist Church
- Holly Creek Baptist Church
- Whitfield-Murray Retired Teachers Association
- Murray County High School
- Murray County Recreation Department
- Murray County 4 H Program (Georgia Extension Services)

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

Response:

Gladden Middle School shares individual assessment scores and results with parents through the following:

- Georgia Milestones EOG
 - Sending home hard copies of their child's results
 - Sending a written explanation of results
 - Parents are provided the web address for state, system, and school reports on the GaDOE website at <http://www.gadoe.k12.ga.us>.
 - Parents with remaining questions are provided with contact information for the school and the Georgia Department of Education.
- Preliminary Scholastic Aptitude Test (PSAT)
 - Hard copy results are provided to the student to give to the parents.
 - A parent meeting includes a PSAT interpretation workshop.
- District Benchmark Results
 - Students deliver results to parents.
- SRI Lexile Assessment
 - Students deliver results to parents.
 - Parent Night offers explanatory workshop.
- Student Course Grades
 - Students deliver results to parents.
 - Course grades are available to parents on Infinite Campus Parent Portal.



Georgia Department of Education Title I Schoolwide/School Improvement Plan

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

Response:

Gladden Middle School collects and disaggregates data on the achievement and assessment results of students at monthly Leadership Team and Faculty Meetings. The Principal, Assistant Principal, Instructional Coach, and Counselor collaborate as an administrative professional learning community to review, analyze, and outline the importance of data results on a regular basis. Data organized in the administrative professional learning community is the primary source of data disaggregation and collection.

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

Response:

Assessment sources include Georgia Milestones End of Grade Exams, District Benchmark Exams, Scholastic Reading Inventory, the Preliminary Scholastic Aptitude Test, and the AdvancEd Stakeholder Surveys. All assessments used are evaluated for validity and reliability by their authors. A review of validity and reliability data for these instruments is conducted prior to use and is part of the ongoing assessment system used at Gladden Middle School.

14. Provisions for public reporting of disaggregated data.

Response:

Murray County Schools hosts an annual State of the School System Address (SOSA) wherein district wide and school wide data is reported to the public. Each school in the district is responsible for reporting results of various pieces of data to district stakeholders. We include our Board of Education, Faculty/Staff members, Business Partners, Students, Parents and District Office Personnel. Gladden participates in this event, and gives an update on our performance related to state assessments, PBIS, attendance, etc. The Gladden Student Council Representatives assist in disseminating this information at the SOSA event. There is always a large turnout, and is a great opportunity to keep the public informed on Gladden Middle School's progress related to state assessments, and school information in general.

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:

Our Schoolwide plan is updated yearly. All stakeholders are purposefully involved in the formulation and implementation of this Schoolwide Improvement Plan.



Georgia Department of Education Title I Schoolwide/School Improvement Plan

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:

Stakeholders are involved in formulating the Schoolwide Improvement Plan. Meetings to involve stakeholders were provided and attended by stakeholders. Agendas and sign in sheets are kept for these meetings on site at Gladden Middle School.

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

Response:

The Gladden Middle School plan is available to stakeholders in electronic and print format by providing the document on the internet under the Gladden Middle School web page, in person at open houses/parent meetings, and at the school's Title I table

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 Schoolwide Improvement Plan is available to all parents, and can be translated to assist in reading and understanding the plan upon request. We have a student population whose primary language is English, but we are sensitive to meeting any language needs necessary. We will make this information known to our stakeholders as well.

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

Response:

Our School-wide Improvement Plan is subject to the provisions of Section 1116.