

Midway Elementary School

“Making Excellence Standard”



School Wide Plan June 2016

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Revised 5/18/16, 9/19/16, 1/17/17, 1/31/17

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**School Wide Planning Committees
for 2015-2016**

Profile Introduction	Comprehensive Needs Assessment Component #1	School-wide Reform Strategies Component #2	Highly Qualified Teachers Component #3
*Theresa Alonso	*	*Jeanne Crawford	*Alyson Roberson
Brandi Todd	Mysti Clough	Suzanne Denison	Kimberley Dixon
Walker Todd	Kim Spivey	Tessa Carden	Nicole Wroble
		Kim Morgan	<i>Claire Larson</i>
	Nicole Deal	Lori Taylor	
	Kim Saussy		
Professional Development Component #4	Parent Involvement Component #5	Transitions Component #6	Use of Assessments Component #7
*Bethany Hyers	*Dawn Sapp	*Shanna Floyd	*Katie Carlson
Pam Culver	Julie Carroll	Jerrian Walters	April Hendley
Michelle Graham	Melissa Hughes	Tracie Johnson	Lori Nystrom
Katie Hiers	Kim Lydon	Mabry Williamson	Jill Johnson
Kim Walter			
Coordination of Programs Component # 8	Various Provisions Components #9 - 17	Action Plan	KEY
*Theresa Alonso	*Melanie Pittman	All BST Members	* Chairperson
	Dde Jordan		<i>Parent /Volunteers</i>

General Profile

Mission

Midway Elementary School will make every student successful by maximizing student potential for learning.

Vision

*Midway Elementary School, with the development of strong parent and community partnerships, will create diverse learning opportunities through standards-based instruction, **enhanced technology opportunities** and research-based teaching practices.*

Motto

Making Excellence Standard

These vital statements serve as a guide for all faculty members driving our work and decision making at Midway Elementary. Future work will focus on consolidating belief statements and focusing the school's vision.

At Midway Elementary School,

- We have high expectations for all students.
- We believe that building authentic relationships between students, teachers, administrators, parents, and other stakeholders is extremely important.
- We believe that all students can learn and be successful through a variety of instructional methods.
- We believe teachers understand that students need multiple opportunities to demonstrate their learning.
- We believe our school is a safe environment where students feel comfortable and where parents and community members feel welcome.
- We believe teachers are professionals who work collaboratively to plan instruction for students considering learning styles, developmental appropriateness, and differentiation requirements.
- We believe that instruction must be goal oriented, data driven, and based on the needs of the students.
- We believe that teachers must consistently and actively involve students in the learning process.
- We believe regular attendance and punctuality by students and teachers is paramount to student achievement.
- **We believe that technology enhances the learning environment.**

Community Demographic Data

Midway Elementary School is located in western Pierce County, Georgia. The county is mostly rural and agrarian. We have limited industry and a relatively small tax base. Located in southeast Georgia, the 2014 population of Pierce County according to the Census Bureau was 18,991. Pierce County is a socio-economic system. See Table 1 for details.

Table 1 Pierce County Community Data*				
	2016	2015	2014	2013
Per Capita Income		\$18,714	\$20,001	\$18,824
Median Household Income		\$36,979	\$39,067	\$39,326
Unemployment Rate		6.1%	6.8%	7.5% (4/2014)
Census Bureau Population Estimate		19,037 (2015 est)	18,991 (2014 est.)	18,938 (2013)

* The State of Georgia – Office of Student Achievement and WolframAlpha.com
•2011 Georgia County Guide, Center for Agribusiness and Economic Development, UGA

Graduation rate and post-secondary experiences are vital to improving the lives of our citizens. Elementary schools play an important role in these goals. As we continue to improve the educational system in Pierce County, it is important to note that our citizens, even though many are classified as low socio-economic status, support education.

School Characteristics and Student Demographic Data

Midway Elementary is one of three public elementary schools in Pierce County. Completed in late summer of 2010, this rural school has a grade configuration of pre-kindergarten through fifth grade. Midway Elementary, located on Midway Church Road in Blackshear, was built to accommodate approximately 450 students, at present the enrollment is 512. For the 2016-2017 school year MES will have two pre-kindergarten classrooms, four kindergarten, first-grade, second-grade, third grade, fourth grades, fifth grade classes.

The following subpopulations represent the diverse needs of Midway Elementary students: Students with disabilities (SWD), speech (SI), gifted and talented (GATE), Early Intervention Program (EIP), English learners (EL), and migrant students. Our economically disadvantaged student population is 52%. The demographics consist of Hispanic, Asian, African-American, and Caucasian students. Trends over the years indicated that we have had a slight increase in our Hispanic and Limited English Proficient population. There was a slight decrease in our

economically disadvantaged population. There is a noted decrease in the Early Intervention Program while a slight increase in the gifted program. Refer to Table 2 for specifics.

Table 2 Midway Elementary School Student Data				
School Year	2016-17	2015-16	2014-15	2013-14
Total Enrollment	512	486	504	474
<i>Student/Racial Background</i>				
African-American	7	5	8	6
Asian	2	3	3	4
Caucasian	440	421	424	406
Hispanic	50	45	50	48
Multiracial	12	12	11	12
Other	0	0	0	1
<i>Student/Family Characteristics</i>				
Economically Disadvantaged	54%	52%	52%	54%
Limited English Proficient		5%	6.0%	5.7%
Early Intervention Program	13.1%	14.8%	13.9%	16.2%
<i>Special Education</i>				
Students w/Disabilities w/ Speech			1.8%	1.8%
Students w/Disabilities w/o Speech	6.25%	7%	4.8%	4.6%
Speech Services Only	4.29%		4.4%	3.1%
Gifted	8%	11.7%	9.5%	8.2%
Migrant		0	1.4%	1.9%
Attendance Rate (% >6days in Grades 3-5)		5%	5%	1%

Midway Elementary stakeholders have high expectations for all students. Pierce County has written a Standards-Based Grading Policy which includes giving students opportunities to redo assignments as well as a “No Zero Policy.” Along with this policy and the incorporation of Response to Intervention (RTI) strategies, the number of students administratively placed or retained in any particular grade is expected to remain low. See Table 3 for specific data.

Table 3 Retained Students by Grade Level								
School Year	Total Enrollment	K	1 st	2 nd	3 rd	4 th	5 th	Total Retained
2013-2014	477	7	7	8	1	1	0	24
2014-2015	496	6	4	3	3	1	0	17
2015-2016	486	4	0	7	3	1	0	15
2016-2017								

Students need to master the basic skills for reading and math before progressing on to higher grade levels. It is hoped that with retaining students in first grade they will be able to master these basic skill in order to be successful in the later grades.

The Georgia Milestones is given in the Spring to grades 3-5. Results of this test are not received until November of 2015. Therefore the promotion and retention of each student was determined by benchmarks, classroom performance as well as year-end report card averages.

It is important to note that various faculty members provide before-school and strategically planned small group interventions during the school day for our at-risk students. Prior to the Georgia Milestone teachers had remediation sessions after school.

Component 1 Comprehensive Needs Assessment

At Midway Elementary, we have developed our school-wide plan with the participation of individuals who will carry out the comprehensive school improvement program. Stakeholders involved include faculty members, parents, students, community members and business leaders. Faculty members were involved in grade level planning, Curriculum Chatters work sessions, professional development, and some as part of our Better Seeking Team (leadership committee). A faculty /parent committees, participated in ongoing improvement planning throughout the year. These meetings offer opportunities for all stakeholders to identify barriers to student achievement and time to discuss interventions needed to overcome those barriers. Additionally, these meetings assist administrators in determining the particularly unique needs of Midway Elementary students.

The leadership team consists of the principal, the assistant principal and the instructional coach. The Better Seeking Team (BST) includes the leadership team as well as teacher representatives from each grade level, the special education lead teacher, and the media specialist. BST is responsible for developing, implementing and evaluating the SWP. This collaboration is critical. The process begins by providing information, data, and structure to the Better Seeking Team. Using current data, the Better Seeking Team meets to review programs in order to determine the levels of progress toward achieving school goals. Additionally, the BST members are the school leaders, and part of the responsibilities of being a member of this committee is to communicate

and collaborate with other faculty members, including both grade level and resource teachers. This ensures all faculty members share information and have input and knowledge of programs and instructional decisions. This role is vital to building school unity and buy-in for initiatives and programs, as well as bringing concerns and issues from teachers to the attention of the administration.

These stakeholders have had input and feedback regarding the SWP, the implementation and evaluation. The School Council is a well-established committee that has been actively involved in our school. All MES parents are invited to review the SWP and support the school with various student academic activities throughout the year. All parents are invited to all school held meetings. Suggestions made have been used to revise these documents. The School Council members extensively review the SWP during meetings. The various stakeholder groups at MES are clearly instrumental in the school improvement process.

At MES, the following instruments and procedures are used to obtain information concerning the needs of our students, faculty, and stakeholders.

Parent Surveys

Home Language Survey and Occupational Survey

At registration, parents complete a registration form, a Home Language Survey and an Occupational Survey. Parents of students returning to MES also complete the surveys to ensure current and accurate data. The Home Language Survey provides information needed to determine if students are eligible of ESOL testing. The Occupational Survey identifies students that qualify for the Migrant Education Program.

Title I Parent Survey Results

In 2015, parents were asked to participate in an electronic Title I survey. Information regarding the website was distributed to all parents through newsletters and fliers that were sent home with students. Additionally, fliers were once again, distributed to parents as they entered the building with their children in the morning, as a reminder to take the survey. The media lab was open multiple days for parents to use computers in order to complete the survey, and they were strongly encouraged to participate. Messages regarding the importance of the survey and links

for it were posted on our school Facebook page. During morning drop-off time, parents in cars were also given fliers to explain the process and they were again encouraged to participate.

On the survey, parents responded to statements and had the opportunity to make recommendations using the open ended portion of the survey. The survey results indicated that 147 of our parents filled out the survey.

90% of the parents who completed the survey felt MES is indeed a safe place for children to learn, and 89% felt MES teachers have high expectations for students and communications sent home are easy to read and understand. Likewise, 86% reported they were asked to attend a face to face meeting with the teacher so they can learn more about issues and policies of the school. Also, 86% responded favorably that MES is very good about staying in touch with them through letters, phone calls, and/or emails. Overall the survey results were positive.

Identified Focus Based on Title I Parent Survey Data

In 2015, 95% of parents indicated they were invited to a face-to-face meeting with their child's teacher. MES has always made an extra effort to be sure all parents are invited to participate in the school improvement process.

Goals and Evaluations

1. One goal is to continue increasing face-to-face parent-teacher conferences. It is important that parents perceive the home-school relationship as one in which we are working collaboratively to improve the education of the child. Teachers document the number of contacts made with parents throughout the year, and ensure they are personally invited to school. This issue has previously been addressed, and grade level teachers have dedicated long afternoons to scheduling appointments for parents who were unable to attend during the work day. Conference afternoons have been successful. Many times parents are invited and find it impossible to attend the meeting. In those instances, teachers make extra efforts to either reschedule the conference or communicate with the parents via phone, text, or email.
2. MES will need to extend more opportunities for parents to be involved in school improvement planning and decision-making. This can be accomplished by sending

more fliers home as well as additional postings to Facebook, our school homepage, and even SchoolConnect Notify phone calls.

Professional Development –Survey Results

Teachers completed a needs assessment survey to provide feedback on professional development at MES. The majority of teachers reported that the book study *Higher-Order Thinking Skills to Develop 21st Century Learners* by Wendy Conklin was very relevant to their everyday teaching. The book focused on higher order thinking skills and provided the teachers with activities that they were able to use in their classroom. The teachers agreed that the book study for 2016-2017 needed to focus on something that would be useful in their everyday teaching.

Identified Focus Based on Professional Development Survey

In summary, teachers would like professional development opportunities in 2016-2017 in the following four areas:

1. Technology – 49%
2. Process Writing – 40%
3. Bookworms - 35%
4. Number Talk – 24%

Teachers overwhelmingly identified the need for professional development in the area of writing across the curriculum as well as process writing. Other major areas of concern for teacher training were in the areas of math fluency, strategies for solving word problems and training in the new science and social studies standards and lastly differentiation strategies that related to Science and Social Studies.

Goals and Evaluations

1. Instructional technologies training - Refresher trainings organized by the media specialist, will be held during teacher planning time or before and after school for those teachers interested in attending. The focus of this instructional technology training will center on enhancing and using technology in the classroom. Teachers will contact the media specialist or instructional coach for information regarding training. Training effectiveness will be evaluated based on teacher evaluations, number of checkouts from the media specialist, and observational data. Lesson/unit plan documentation will also be used for determine effectiveness.

2. Process Writing - Writing to Win was adopted in the fall of 2015 for all of the elementary schools in Pierce County. A research based writing program that focuses on daily writing skills in Math, Science and Social Studies. Students begin to think critically by using a variety of writing strategies. Also this year in conjunction with Bookworms a process writing component has been added. ELA teachers will be trained in process writing and will teach it during the ELA block. The Math, Science, and Social Studies teachers will continue the Writing to Win within their content area. The Instructional Coach will monitor the progress of both writing during Curriculum Chatter monthly.
3. Bookworms – MES implemented Bookworms in grades k-1 during the 2015-2016 school year, This year 2016-2017 grades 2- 5 will be implementing this program. With the extension of the Striving Reader Grant funds, several in-service training days will be held to assist teachers in all grade levels. The Instructional Coach will monitor Bookworms through observations and Curriculum Chatters.
4. Number Talk – At the beginning of the year the math specialist from RESA will be asked to do several in-service training days relating to Number Talk, math fluency and strategies relating to solving math problems. The Instructional Coach will monitor this through lesson plans, observations and Curriculum Chatter discussions.

Title IIA Needs Assessment Results

Teachers and administrators completed the Title IIA Needs Assessment in May 2016. Input was requested on three main areas of focus. Teachers were asked to identify successful programs/processes that are working at MES and specific areas that need to be addressed in the coming school year, 2016-2017. The three areas of focus included the instructional program, overall assessments, and collaborative efforts at Midway Elementary. An additional space was provided on the survey for those responding to write in other comments. Programs and processes that MES teachers feel are working extremely well include the usage of data to drive instruction, grade level collaboration, standards-based planning days, and technology instruction and training.

Identified Focus Based on Title IIA Needs Assessment

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Data collected on this same instrument indicated teachers have three main concerns. These include the concern we are over testing/assessing our students, the strong need for vertical planning among similar content area teachers, and an imperative for a writing program in grades K-5. Other concerns raised include increasing communications between administration and teachers, the need for a consistent phonics program (especially between K-2), and culture improvements such as teacher recognition and team building activities.

MES has taken into account the needs of our migrant students and set procedures to support their learning.

During the 2015-2016 school year MES did not have any migrant students but when we do the needs of our Migrant Education Program (MEP) students are monitored throughout the year using classroom assessments, grade reporting tools, and various universal screeners. Classroom teachers are attuned to their different needs and take extra care in making sure these students have the tools and support to be successful. Progress data is sent home each 4 ½ weeks. Teachers in conjunction with the Migrant Student Services Provider (MSSP) make phone contacts with parents as a method to monitor and increase communication regarding the child's achievement. In addition to research-based teaching strategies and Extended Learning Time (ELT in grades 3-5) each day, our migrant students receive support services from the MSSP twice weekly. During this time, the MSSP may join the student(s) in the classroom or work in a smaller group setting. These decisions are made collaboratively between the classroom teacher and the MSSP. Any migrant student who continues to struggle academically with the supports described is placed into RTI Tier 2 for additional interventions and progress monitoring. The following table (Table 4) shows the 2015 performance data of the eight migrant students at MES.

Table 4

Revised 5/18/16, 9/19/16, 1/17/17, 1/31/17

Migrant Student Performance Summary			
Grade Level	# of Migrant Students	# of PFS Students	Description of Programs
K	2	0	Met grade level CCGPS expectations in reading, ELA, math, and writing; additional services from ESOL teacher; promoted to 1 st grade.
1	1	0	Met grade level CCGPS expectations in reading, ELA, math, and writing; additional services from ESOL teacher; promoted to 1st grade.
2	1	0	Struggled academically, in reading; Will receive additional services from ESOL teacher.
4	1	0	Student promoted to fifth grade. Struggles with multi-step math problems and reading comprehension.

Based on data, migrant students are progressing academically at MES.

Georgia Milestone Data

Each spring the Georgia Milestones Assessment is given. This is a comprehensive assessment spanning grades 3 – high school. This test measures how well students have learned the knowledge and skills outlined in the state-adopted content standard in the areas of ELA, Math, Science and Social Studies. The Georgia Milestones are also designed to provide students with critical information about their own achievement and their readiness for their next level.

Below is a grade level summary for grades 3-5 in each subject area. The learning levels indicate the growth of the student.

Level 1 /Beginning Learner: (student does not yet demonstrate proficiency) These students need substantial academic support to be prepared for the next grade. When these assessments are used to determine promotion, students in this level will not be promoted to the next grade level.

Level 2/ Developing Learner: (student demonstrates partial proficiency) These students need additional academic support to ensure success in the next grade.

Level 3 / Proficient Learner: (student demonstrates proficiency) These students are prepared for the next grade level and are considered to be on track for college and career readiness.

Level 4 / Distinguished Learner: (these students demonstrate advance proficiency) These students are well-prepared for the next grade level and are well-prepared for college and career readiness.

	Spring 2015 and 2016 School Summary of Georgia Milestones All Grade 3 Students Percentage of Students Scoring in Each Achievement Level							
	<i>Beginning Learning 180-474 Level 1</i>		<i>Developing Learner 475-524 Level 2</i>		<i>Proficient Lerner 525-580 Level 3</i>		<i>Distinguished Learner 581-830 Level 4</i>	
	2015	2016	2015	2016	2015	2016	2015	2016
ELA	16%	19%	30%	32%	38%	34%	17%	15%
Math	7%	5%	34%	43%	47%	43%	13%	10%
Science	10%	1%	32%	35%	27%	45%	31%	19%
Social Studies	13%	8%	30%	47%	31%	26%	27%	19%

	Spring 2015 School Summary of Georgia Milestones All Grade 4 Students Percentage of Students Scoring in Each Achievement Level							
	<i>Beginning Learning 180-474 Level 1</i>		<i>Developing Learner 475-524 Level 2</i>		<i>Proficient Lerner 525-580 Level 3</i>		<i>Distinguished Learner 581-830 Level 4</i>	
	2015	2016	2015	2016	2015	2016	2015	2016
ELA	13%	17%	47%	23%	31%	33%	10%	28%
Math	3%	7%	36%	28%	47%	45%	14%	20%
Science	7%	7%	39%	27%	42%	42%	13%	25%
Social Studies	11%	9%	29%	21%	51%	36%	8%	34%

	Spring 2015 School Summary of Georgia Milestones All Grade 5 Students Percentage of Students Scoring in Each Achievement Level							
	<i>Beginning Learning 180-474 Level 1</i>		<i>Developing Learner 475-524 Level 2</i>		<i>Proficient Lerner 525-580 Level 3</i>		<i>Distinguished Learner 581-830 Level 4</i>	
	2015	2016	2015	2016	2015	2016	2015	2016
ELA	3%	17%	29%	30%	61%	47%	6%	7%
Math	0%	10%	24%	48%	52%	23%	24%	45%
Science	0%	10%	13%	23%	61%	52%	26%	16%
Social Studies	0%	10%	55%	45%	19%	30%	26%	16%

STAR Math Universal Screening Data

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STAR Math is a mathematics universal screening, progress monitoring and data management system that supports Response to Intervention (RTI). This test is a valid and reliable measure of math performance in grades 1-12. Table 5 represents the data for the Fall screening of the 2016-2017 school year.

Table 5.

	Urgent Intervention (Below 10 PR)	Intervention (Below 25 PR)	On Watch (Below 40 PR)	At/Above Benchmark (Below 40 PR)
1st	1%	15%	16%	68%
2nd	6%	12%	9%	73%
3rd	6%	10%	22%	62%
4th	5%	15%	23%	56%
5th	8%	12%	11%	69%

DIBELS Reading Data

The Pierce County School System used the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), in all schools. This test is comprised of six measures that function as indicators of the essential skills that every child must master to become a proficient reader. The DIBELS measures are tests that are used to monitor the development of early literacy and early reading skills. DIBELS is used to identifying children experiencing difficulty in the acquisition of basic early literacy skills, in order to provide support early and prevent the occurrence of later reading difficulties.

The goals of DIBELS are to identify students who may be at risk for reading difficulties (universal screening); to help teachers identify areas to target instructional support; and to monitor at-risk students while they receive additional, targeted instruction. Below Table 6 details the DIBELS data for the 2014-2015 school year.

Table 6

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		<i>All Students</i>		<i>African-American</i>		<i>Hispanic</i>		<i>Economically Disadvantaged</i>		<i>SPED</i>	
Grade	Target Score	2014-2015	2015-2016	2014-2015	2015-2016	2014-2015	2015-2016	2014-2015	2015-2016	2014-2015	2015-2016
K - DNM		10%	11%	NA	100% (0/1)	70%	20%	47%	16%	66%	38%
K - Meet	119(Composite)	90%	89%	NA	0%	30%	80%	56%	84%	34%	62%
1 st - DNM		21%	12%	NA	0%	75%	38%	52%	19%	100%	30%
1 st - Meet	155(Composite)	79%	88%	NA	100%	25%	63%	48%	81%	0%	70%
2 nd - DNM		80%	19%	0%	NA	16%	40%	16%	29%	100%	25%
2 nd - Meet	87(DORF)	20%	81%	100%	NA	84%	60%	84%	71%	0%	75%
3 rd - DNM		9%	16%	0%	0%	66%	50%	41%	22%	57%	33%
3 rd - Meet	100 (DORF)	91%	84%	100%	100%	34%	50%	69%	78%	43%	67%
4 th - DNM		10%	16%	0%	0%	100%(1/0)	60%	40%	33%	33%	50%
4 th - Meet	115 (DORF)	90%	84%	100%	100%	0%(0/1)	40%	60%	67%	67%	50%
5 th - DNM		10%	21%	0%	100% (0/1)	NA	0%	NA	29%	100%	38%
5 th - Meet	130 (DORF)	90%	79%	100%	0%	NA	100%	NA	71%	0%	62%

2015-2016 DIBELS Reading Comparison Data Analysis

SRI Reading Data

The Scholastic Reading Inventory (SRI) test is administered to grades 3-5 in order to analyze the Lexile level of each student. Below Table 7 shows the results of the 2014-2015 data compared to the 2015-2016 SRI data for grades 3-5.

Table 7
2014-2016 SRI Comparison Data Analysis

		<i>All Students</i>	<i>African-American</i>	<i>Hispanic</i>	<i>Economically Disadvantaged</i>	<i>SPED</i>

Grade	Target Score	2014-2015	2015-2016	2014-2015	2015-2016	2014-2015	2015-2016	2014-2015	2015-2016	2014-2015	2015-2016
3 rd – DNM		19%	10%	NA	0%	75%	17%	47%	13%	85%	100%
3 rd – Meet	520-820L	81%	90%	NA	100%	25%	83%	52%	87%	15%	0%
4 th – DNM		20%	16%	0%	100% (1/0)	NA	50%	31%	31%	40%	73%
4 th – Meet	740-940L	80%	84%	100%	0% (0/1)	NA	50%	69%	69%	60%	27%
5 th – DNM		18%	14%	0%	100% (0/1)	0%	0%	NA	26%	100%	43%
5 th – Meet	830-1010L	82%	86%	100%	0% (0/1)	100%	100%	NA	74%	0%	57%

CRPI is a state school accountability metric which replaces Adequate Yearly Progress (AYP). CCRPI was intended to be a more comprehensive assessment that would put a measurable focus not only on math and reading, but on all academic areas, and would also factor in student demographics and special populations with more subtlety. An overarching goal is to assess how well prepared students are for college and careers.

Table 10 shows that CCRPI data for Midway Elementary School from 2012-2016.

Table 10
CCRPI Data

Year	CCRPI Score	Achievement Points (60 possible points)	Progress Points (25 possible points)	Achievement Gap Points (15 possible points)	Challenge Points (ED/EL/SWD) Performance Points (10 possible points)	Challenge Points (ED,EL,SWD) Performance Points (Exceeding the Bar Points)	Financial Efficiency Rating	School Climate Rating
2016	89.2	38.7	36.4	7.5	5.1	1.5	NA	5 stars
2015	88.7	39.1	35.1	7.5	5.0	2.0	NA	5 stars
2014	95.8	57.1	18.3	14	5.4	1.0	NA	4 stars
2013	92.8	55.9	17.7	13	5.2	1.0	NA	NA

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2012	91	53	19.4	14	4.6	0	NA	NA
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Component 2

Midway Elementary believes in providing scientifically research-based school-wide reform strategies

MES is committed to the school improvement process with our primary focus being increasing student achievement. The administration, teachers, leaders, parents, and other stakeholders share this vision as evident through review process of the school improvement plan. The Better Seeking Team and dynamic committees will continue to discuss and examine root causes and data analysis in order to increase student achievement. The administration and faculty are committed to teaching students using research-based strategies to enhance learning for all students.

Component 2(a)

School-wide reform strategies provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.

The mission of Midway Elementary School is to make every student successful by maximizing student potential for learning. This means we provide multiple opportunities for mastery and a variety of instructional methods so learning will occur. Our teachers are professionals who work collaboratively and plan instruction for students taking into consideration learning styles, developmental appropriateness, and differentiation needs. When these combinations occur, students benefit and achievement increases. Also, we believe that building authentic relationships between and among students, teachers, administrators, parents, and other stakeholders is extremely important. When students are consistently and actively involved in the learning process, they feel respected. This respect translates into a desire to learn. The process is cyclic.

MES addresses student needs (especially those furthest away from demonstrating proficiency) in a variety of ways. All students benefit from standards-based classrooms, instructional technologies and Flexible Skills Groups. Additionally, many teachers tutor before and after school, and assist with test prep sessions. Students that do not demonstrate proficiency are given additional opportunities to master content; however, if problems persist, then the RTI process begins. Special services at MES include Early Intervention Program (EIP), Migrant Education Program (MEP), Special Education services, Gifted and Talented Education (GATE), and the assistance provided by one or both of our intervention specialists (one for reading and one for math).

As barriers to learning become apparent, MES addresses issues quickly. One such issue was the limited time classroom teachers have for systematic standards review. As a result of research and collaboration, MES uses skills grouping so teachers have greater flexibility to work with students or small groups of students who need remediation of specific skills. Additionally, students in grades 3-5 will benefit from last years Extended Learning Time (ELT) as part of the master schedule for the same reason. Last year, fourth and fifth grade participated in a second ELT segment at the end of the day which was being designated for writing across the curriculum. Fifth grade will continue this extra ELA segment next year. MES continues to implement the school wide writing program Writing to Win, as an area of need throughout the school.

MES makes every effort to serve students in their area(s) of giftedness. GATE students are served in various ways and models. Some are served through a cluster model within their regular classes, while others are served through the Advanced-Content Model during Extended Learning Time (ELT). All gifted students are served through a resource model, where they receive individualized instruction to meet their academic needs and to expand their talents. There are currently seven gifted endorsed teachers who serve students, and one teacher is working toward her endorsement.

Component 2(b)

School wide reform strategies are scientifically researched and are based upon effective means of raising student achievement.

Midway Elementary believes in providing scientifically research-based school-wide reform

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strategies. MES provides services for all students, particularly targeted population. The following programs and/or strategies are used to ensure that the needs of disadvantage students are identified and meet:

Programs/Strategies	Targeted Audience
iStation	Struggling readers
ESOL	Identified EL students
Migrant Education Programs	Identified Migrant students
I-Ready	Identified Special Education students
Keyboarding without tears	Identified Special Education students
Focus Math	Identified Special Education students
Target Math	Identified Special Education students
Sonday System 1&2	Identified Special Education students
SRA Decoding	Identified Special Education students
Extended Learning Time	All students in grades 3-5
Response to Intervention	All students
GATE	All identified as Gifted
Positive Behavioral Intervention & Support (PBIS)	MES continued PBIS in order to implement the proactive strategies for defining, teaching, and supporting appropriate student behavior to create positive school environments.
STAR Math	<p>All students:</p> <ul style="list-style-type: none"> • MES will provide three testing periods for the STAR Math screening. These testing periods will take place in the fall winter and spring of each school year. All students will be required to take the screening for Math.
Writing to Win	<p>All students:</p> <ul style="list-style-type: none"> • Increase writing time in the classroom • Instructional Coach support • Extended Learning Time (ELT)
School-Wide Curriculum Chatter Meetings	<ul style="list-style-type: none"> • Monthly meeting to allow administrative staff to meet and discuss different topics with the faculty • Teachers and paraprofessional are eligible for professional learning credits through the work they complete and integrate into their classroom.

	<ul style="list-style-type: none"> • Book studies are the norm for all Curriculum Chatter Meetings.
Scholastic Reading Inventory (SRI)	<ul style="list-style-type: none"> • MES will provide three testing periods for the SRI screening. These testing periods will take place in fall, winter and spring of each school year. All students will be required to take the screening
Waggle 50/Math	<ul style="list-style-type: none"> • This math intervention program focused on proficiency, grit and pacing. • Response to Intervention to increase and expand academic math and to assist in developing fluency and understanding of the math process.
Reflex Math	All students
Edutyping	All students in grades 3-4
Study Island	All students in all academic areas
IXL	All students in grades 3-5

Component 2(c)

Researched- based strategies are effective instructional methods that increase the quality and amount of learning time.

MES daily schedule (start and end times) will remain the same; however, we will continue to incorporate a 30 minute segment we refer to as Extended Learning Time (ELT) in grades 3-5. During ELT, most teachers will have increased time to remediate identified weak skills while other teachers will be able to meet with small groups of students for acceleration. Faculty members will again be involved in teaching small groups, including all regular education teachers, resource teachers, intervention specialists, paraprofessionals (other than kindergarten), instructional coach, media specialist, counselor, assistant principal, and principal. The use of faculty members allows for a reduction in our student to teacher ratio, and thus positively impacts academic achievement. Not only will this segment benefit students academically, but

this time will also assist everyone by building strong, caring relationships between faculty members and students.

The quality of learning time will be enhanced by two Intervention Specialists. Research has proven that a smaller student-to-teacher ratio has a significant impact on student achievement. Pierce County Schools received class waivers as a result of becoming a Strategic Waiver School. With the waiver, class size has become larger in most grade levels. This makes it necessary to provide classroom teachers with experienced and well trained resource teachers, specifically a reading intervention specialist and a math intervention specialist. The decisions on how the Intervention Specialists will serve students are made collaboratively by the classroom teacher and the interventionist. Interventionists provide additional support throughout the day to other grade levels in the areas of math and reading. MES interventionists were effective last year in assisting our struggling students, and we anticipate the same result (or better) in 2015-2016. Students were able to master skills in reading and math and classroom grades increased because students understood and grasped the different concepts. The primary focus of both the reading and math specialists is to continue differentiating instruction for struggling students in order to master academic standards.

In addition to ELT, teachers provided before and after school tutoring at various times throughout the year. Parents of the students were contacted and students were encouraged to attend these additional tutoring. MES conducts test prep sessions after school in preparation for the Georgia Milestones that take place in April.

Component 2(d)

Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans.

In standards-based classrooms at Midway, teachers work to develop clear learning outcomes for each lesson based on the content standard(s) being taught. Then, teachers measure and discuss student progress against a clear standard. Each student knows what is required to master the standard. Students are better able to see the connection between their learning and the real

world. Formative (formal and informal) assessments are used to assess each student. Additional instruction, small groupings, and/or individualized instruction continue to be used when a student does not meet a learning outcome. These strategies may occur before, during, or after school.

Technology

MES is committed to supporting 21st-Century classrooms. Technology in the classrooms is used as both an effective and efficient teaching tool and as an engaging learning and productivity tool for teachers and students. Computer software and instructional databases are researched, vetted, and approved by the school's BST before they are adopted into the curriculum. Pilot programs are used prior to purchases with some of the programs to ensure they meet our needs. These programs are used for remediation, extension, data collection, and practice. In addition to technology purchases, the media center purchases print and nonprint books and multimedia magazine subscriptions, subscriptions for TumbleBooks®, Gynzy®, & MobyMax®, manages databases, and orders necessary accessories and supplies. A 30-seat computer lab, purchased with Title III funds, is housed as a part of the media center, as well as a 12-laptop mobile RTI lab, which was purchased with SRG funds. In addition, there are four PC workstations for student use, and a laptop purchased with \$SMART Grant funds. Ten teacher laptops purchased with Title I monies are available for teacher checkout.

Regular education classrooms are equipped with a teacher workstation, printer, document camera, interactive projector, teacher iPad, and four student PC workstations. Pre-K classrooms have a teacher workstation, an all-in-one scanner/printer, document camera, interactive projector, one teacher iPad, and three student iPads, and two student PC workstations. The Gifted classroom houses a teacher workstation, printer, document camera, interactive projector, teacher iPad, and six student PC workstations. Our Special Education classroom has two teacher PC workstations, two printers, two teacher laptops, two teacher iPads, a document camera, interactive projector, three student PC workstations, six student laptops, and 11 student iPads, 12 Chromebooks and a document scanner. Other resource rooms have teacher workstations, printers, and each teacher has an iPad. The multipurpose room and cafeteria have been equipped with motorized projection screens, projectors, and a sound system for meetings and assemblies. With these additional computers and workstations, teachers are able to provide students with a 21st century classroom. They are able to integrate into lesson plans interactive lessons that

students will be fully engaged. These purchases were made with school fundraiser monies. Additionally, we have 2 laptop carts (10 computers - Title 1A) purchased with SRG, fundraiser funds, Title I, 4 Chromecarts, and 3 iPad carts.

Web resources and shareware that are funded for educational use that we use are Georgia Online Assessment System (OAS), the State Longitudinal Data System (LDS), Teacher Resource Link (TRL), and the Georgia Department of Education resources. United Streaming®, Discovery Education®, Epic!®, ClassDojo®, FreeRice.com, SumDog®, ABCMouse®, Starfall®, iStation®, i-Ready®, LEXIA®, Keyboarding Without Tears®, and other educational sites are infused throughout the classrooms as a technology component for instruction, positive behavior interventions, and learning. Keyboarding resources for our third through fifth grades have been instrumental in helping students prepare for online testing, specifically the Georgia Milestones, which requires a typed response on the online assessment.

Other technology-related pieces that MES uses for communication and administration are the Microsoft Office® suite of programs, Google® and Google Education®, Infinite Campus®, email, and Facebook®.

School Services for Special Populations

Early Childhood

Pre-K enrollment was determined by a lottery, with a requirement of Pierce County residency first. Midway houses two Pre-K classrooms with 22 students per classroom. Services are coordinated with all state and federal programs. Student transitions from Pre-K classrooms and Head Start to kindergarten are provided on the campus of each district elementary school. An orientation is conducted in the spring of each year. During orientation, preschool children and their parents meet with kindergarten teachers and school administrators. A school tour and welcoming activities are conducted for parents/guardians and students.

Early Intervention Program (EIP)

MES utilize the reduced class model. This allows for more individualized instruction and teacher attention. Additional resources are provided for students who are performing below grade level

in order to catch up academically with their peers. The reduced class size EIP model is used to maximize both reading and math instruction with fewer students in the classroom.

Gifted and Talented Education (GATE)

Gifted students represent approximately 11.7% of the total school population (N=57). One gifted endorsed teacher serves students via the resource- delivery model. The gifted teacher instructs students in a given grade level for a full academic day. Gifted students being served are enrolled in grades one through five. The gifted teacher works in collaboration with the regular classroom teachers to enhance instruction and provide strategies needed by the gifted learners, and she attends instructional planning days with regular education teachers. Opportunities to enhance student knowledge through accelerated instruction during the gifted segment, as well as after-school programs, are provided. Additional services are provided each school day via the cluster model by eleven other endorsed teachers strategically assigned throughout the school. These teachers are in regular education (grades 1-5) classrooms and include the media specialist and instructional coach. At the end of the school year, the gifted teacher completes an annual review to for each gifted student.

English for Speakers of Other Languages (ESOL) / English Learners (ELs)

MES has a full time ESOL teacher that works with English Learners (EL). This teacher participated in specific training in techniques, practices, and strategies to enable ELs to be successful. The ESOL teacher provides a push-in model with instructional support in the classroom setting. The overall program focuses around English language and vocabulary acquisition with emphasis in the four areas of listening, speaking, reading, and writing.

The ESOL teacher gathered home language information from the home language survey embedded on student registration forms. If a parent indicates that a language other than English is spoken in the home, the ESOL teacher administers the W-APT screener to the student. The results of the W-APT determine the student's eligibility for the ESOL program. Services continue until successful exiting criteria are met.

During the predetermined window of time the ESOL teacher will administer the WIDA ACCESS[®] test to assess the progress of students in the program. Summative data is collected from these ACCESS[®] assessments. Scores will be used to determine each ESOL student's individual abilities and skills toward English language acquisition and content vocabulary. Scores are analyzed and compared to those obtained during the previous year(s). Administrators, classroom teachers, and the ESOL teacher will then assess the success and needs of the program. Specifically, our ESOL program evaluation component is embedded in the CCRPI (#6). In addition, overall student classroom performance and either SLO Assessments (K-2) or Georgia Milestones scores (3-5) will also be used to determine program effectiveness.

The ESOL teacher charts individual ACCESS[®] data on CAN-Do descriptors template and shares the information with that student's regular classroom teacher(s). Then, the ESOL teacher and classroom teachers work together to provide specific instruction and assist the student in making progress toward language and vocabulary acquisition. CAN-Do descriptors assist teachers in differentiating lessons that are appropriate for individual students. Teachers revisit individual student's CAN-Do descriptors and select or write appropriate Measurable Performance Indicators (MPIs) when revising instructional units and lesson plans. Through collaborative efforts, teachers prepare lessons for ELs taking into consideration previous year's ACCESS[®] data, classroom performance, and either Pierce County SLO Assessments or Georgia Milestones scores. ELs are always given the same opportunities as all other students to participate in all before school, afterschool, and summer school activities, when available.

Parents and families of ELs are encouraged to participate in school activities through various communications in their native language when feasible. Midway Elementary invites parents of EL students to an informative Open House Night each year. A description of the ESOL program and services provided are communicated to parents. Often the district translator contacts these parents/guardians by calling, texting, and/or extending personal invitations to events. Another method in which non-English speaking parents and families can receive information about MES is by accessing the school's website and selecting the language translator. Any information on the website is then quickly translated.

Response to Intervention (RTI)

RTI is the practice of providing high-quality instruction and interventions to students who have difficulty making progress toward grade level standards. The process was designed as early intervention to prevent long-term failure. RTI is divided into 4 tiers Tier 1-all students, Tier 2-students needing some support, Tier 3-students requiring close monitoring and intense interventions. The 4th tier is made up of Special Education and Gifted (GATE) Services. This is a general education service but is also implemented in the special education setting. Due to funds from the Striving Readers Comprehensive Literacy Grant, Midway Elementary School uses DIBELS Next[®] as reading universal screeners. The Scholastic Reading Inventory assessment (SRI) will also be administered three times during the academic year to obtain Lexile reading scores for all students. STAR Math will be administered as the universal screener for math competency.

Special Education Services

Midway Elementary offers special education services to students who qualify. These services are provided to better serve students who are eligible and covered under the Individuals with Disabilities Education Act (IDEA). The special education program at Midway Elementary School is dedicated to providing every opportunity for students with disabilities to achieve their maximum potential. Students with disabilities eligible for Specific Learning Disabilities (SLD), Severely Developmentally Delayed (SDD), Orthopedically Impaired (OI) and Other Health Impaired (OHI) are provided specially designed instruction in the least restrictive environment and are provided exposure to the general curriculum to the maximum extent appropriate as determined by the Individual Education Plan (IEP) team. MES supports the co-teaching/inclusion model for students with disabilities for a majority of the school day. Regular and special education teachers have had training regarding the inclusion model to maximize instruction for these students. Special education students may also be served with resource segments as stipulated in Individual Education Plan (IEP). A county-wide EBD specialist can provide services as needed by Midway students. An annual IEP review is conducted for each special education student to determine student progress toward IEP goals.

Special Education students partake in Active Student Participation Inspires Real Engagement (ASPIRE) student-led IEP initiative which builds self-determination. Students are

provided on-going opportunities to plan, express, and actively pursue their own goals, as well as to evaluate their progress and adjust their activities accordingly.

Migrant Program

Migrant students at Midway are offered the same educational opportunities as all other students. Supplemental services for migrant students identified as “priority for services” are offered through the district Migrant Student Services Provider (MSSP) in coordination with the regular classroom teacher. The GaDOE Migrant Program identifies students as “priority for services” based upon the amount of school missed and whether or not the student is failing or at risk of failing.

Midway Elementary maintains a database of all language minority students. The database includes information pertaining to home languages, current grade levels, and English proficiency levels. The Occupational Survey, when completed are gathered in a notebook that is housed in the office. All parents complete an Occupational Survey when enrolling any child. If the parents’ response indicates the student(s) is/are transferring to Midway Elementary due to seasonal job opportunities, then the survey is sent to the district Migrant Student Services Provider (MSSP). The MSSP reviews and completes a Data Entry Form (DEF) which is then sent to the Regional Migrant Coordinator. The DEF is then returned to the MSSP. Migrant students are monitored using regular classroom assessments and grade reporting tools.

The Migrant Education Program in Pierce County is served through the GaDOE Region 2 Migrant Education Agency. No student in the migrant program or any other program is denied access to appropriate Title I services. The Live Oak MEA representatives have been included in system and school level planning meetings where migrant services have been presented and discussed for school improvement purposes. For more information about MES migrant students, refer to page 14 of this document.

Homeless Students

These students need consistent, uninterrupted education in order to have academic success. Meeting the needs of this special population is challenging due to many issues. The school selected for enrollment must immediately enroll the child experiencing homelessness. Enrollment may not be denied or delayed due to the lack of any documentation normally

required for enrollment. Without appropriate transportation, a student may not be able to continue attending his or her school of origin. To avoid such forced school transfers, at a parent's request and to the extent feasible, transportation shall be provided to and from the school of origin for a youth experiencing homelessness. Children and youth experiencing homelessness shall be provided services comparable to services offered to other students in the school selected, including:

- Transportation (as described above)
- Title I
 - Educational services for which the student meets eligibility criteria, including special education and related services and programs for English language learners.
- Gifted and talented programs
- School nutrition programs
- Before-school and after-school programs

A homeless child who is a struggling student will be supplied with any additional classroom assistance needed for him/her to be successful.

Parents will be provided classroom reports as well as progress reports (every 4 ½ weeks) and report cards (each 9 weeks). Formal and informal assessments as well as screening data and unit tests allow teachers to determine which standards the student may have met or not met yet. If the child is not meeting grade level standards, the classroom teacher will provide extra help needed in order for the child to succeed. This extra assistance may include other support personnel, administration, or a mentor.

Component 3

MES provides classroom instruction by highly qualified professional staff.

Table 11 Percent of Highly Qualified Teachers								
	2016-2017		2015-2016		2014-2015		2013-2014	
	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Goal
Teachers	100%	100%	100%	100%	100%	100%	100%	100%
Paraprofessionals	100%	100%	100%	100%	100%	100%	100%	100%

Because Pierce County is a Title I system, the hiring of highly-qualified teachers is required. Midway strives to hire only highly qualified teachers. In the event a highly qualified teacher cannot be found, MES will hire the candidate who can obtain highly-qualified status in a timely manner. A remediation plan is developed in collaboration with the Title IIA coordinator, the principal and the teacher. This plan consists of a timeline for teachers to become highly qualified. It is the responsibility of the teachers, principal, Title IIA Coordinator and IC to monitor the plan until HiQ status is reached.

Title IIA Equity Plan

To ensure equitable distribution of experienced teachers, the administrators make every effort to equalize the student distribution among the faculty. Administrators work diligently to meet all requirements with regard to maximum class size specified by the state and accrediting agencies. Additionally, administrators make every reasonable effort to balance classes and teams based on ethnicity, gender, socio-economic status, English proficiency, special needs, migrant, and EIP. Academic needs take precedence in this effort. The number of teachers, administrators, and support personnel needed are then assigned. During the hiring process, the superintendent, the Title IIA coordinator and the principals carefully monitor the highly qualified status of teacher applicants to ensure equity. The following tables show levels of experience (Table 8) and degrees held by MES faculty (Table 9) during the 2015-2016 school year.

Table 12							
Midway Elementary Faculty Experience Data 2015-2016							
Years of Experience	0-3	4-7	8-13	14-20	21-25	26+	Total
Number of Teachers	4	5	7	15	5	3	39
Number of Administrators, Counselor, IC, and Media Specialist	0	0	0	3	2	1	6

Table 13					
Highest Education Degrees Held by MES Faculty 2015-2016					
Specific Degree	Bachelor's	Masters	Specialists	Doctorate	Total

Revised 5/18/16, 9/19/16, 1/17/17, 1/31/17

Number of Teachers	10	15	13	2	40
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Component 3a

Strategies to attract highly qualified teachers to high-needs schools.

As needed, administrators serve as representatives for the school and system while attending college recruitment days. This may be done in the future in order for the principal to meet graduating teacher candidates as possible future employees, due to the increasing need for qualified teachers.

A mentoring program for new teachers is necessary for retaining highly-qualified teachers. New teachers hired at the beginning of the 2015-2016 school year will be required to attend New Teacher Orientation held at the Board of Education. Okefenokee RESA will extend New Teacher Training to new teachers also. Sessions at RESA will include orientations to legal issues, special education law, curriculum, technology, and teacher evaluation. New special education teachers will have a special orientation and co-teaching planning session at the Board of Education

Maintaining highly qualified teachers

During the summative TKES conferences 3% of teachers were given a Needs Development rating, while the 97% of the teachers were proficient. For the 2016-2017 school year MES has hired three new teachers and a new instructional coach.

In 2015-2016, the Special Education Lead Teacher (SELT) assisted her peer special education teacher, providing the additional help as she needed. The SELT served as a mentor and assisted with appropriate intervention(s) identification, weekly monitoring of students, and data analysis, including classroom performance and IEP goal setting. It is also the responsibility of the SELT to ensure the fidelity of the Midway Elementary Special Education Program.

Component 4

Professional Development for staff to enable all children at MES.

Professional development at MES is specific to our needs identified through root cause analyses, it is necessary to continue frequent professional development opportunities (on and off campus) and collaboration among regular education teachers and resource personnel. All of which are strategically important components of our school-wide improvement process.

School-Wide Evaluation of Initiatives Implemented in 2015 – 2016

Goal	Initiative	Start Date	Grade level	Students impacted	Artifacts/Evidence
Continuation of Implementation: GSE (Georgia Standards of Excellent) in all contents and GA Planning Days	<ul style="list-style-type: none"> Continue three standards-based planning days to enable teachers to develop units which correlate to content GSE and literacy standards 	08/2016	K-5	All Students	<ul style="list-style-type: none"> Benchmark Scores SLO Results GA Milestones results Common Assessments Units Created
Evaluation	Professional development and standards-based planning times have been extremely beneficial for teachers as they have incorporated GSE. It has provided them the opportunity to plan collaboratively with their grade level teachers. This coming year we will begin having vertical discussions with other content area teachers. Units have been written and aligned to the GSE.				
Increase technology skills for teachers	<ul style="list-style-type: none"> Assist faculty in the development and implementation of differentiated technology strategies to advance curriculum and instruction for enhanced student and teacher achievement in order to stay current with 21st century technology. 	08/2016	K-5	All Students	<ul style="list-style-type: none"> Lesson/Unit Plans Observations / Walk-thru Pre/Post Technology Survey
Evaluation	Teachers incorporated newly learned technology into their lesson plans that included use of resources and supplemental materials necessary to teach the lesson. Observations of lessons were conducted to ensure technology was being used to enhance student achievement and engagement in the learning environment.				
Improve and provide new differentiation strategies in all areas. Continue to Focus on Higher Order Thinking Skills	<ul style="list-style-type: none"> Assist participants in the development and implementation of differentiated strategies to advance curriculum and instruction for enhanced student achievement. Provide Google Apps training for all teachers. 	08/2016	K-5	All Students	<ul style="list-style-type: none"> Observations / Walk-thru Lesson/Unit Plans Student Work Samples

Evaluation	Teachers supported the individual student's learning through greater awareness of specific learning styles. They collaborated effectively with peers to develop and deliver differentiated instructional strategies while focusing on higher order thinking skills. Teachers analyzed and assessed new strategies to determine the most appropriate placement in GSE units.				
Increase wellness	<ul style="list-style-type: none"> PE teachers continued the Fitnessgram assessment 	08/2016	1-5	All Students	<ul style="list-style-type: none"> Physical Fitness Assessment
Evaluation	P.E. teachers continued with the Fitnessgram assessments. They conducted an evaluation on each student in grades K-5 P.E. teachers were able to assess all students and input data into the GADOE portal.				
Bookworm	<ul style="list-style-type: none"> Provide professional development for teachers in K-5 Evidence-based regiment of targeted instruction, involving preplanned lessons and assessment 	08/2016	K-5	All students in K-5	<ul style="list-style-type: none"> Observations Lesson plans
Evaluation	K -5 grades will implement this program. They will give pre and post test to determine growth of students.				
Continue Co-Teaching	<ul style="list-style-type: none"> Continue to provide support to improve co-teaching strategies and teacher relationships. Provide new teachers (classroom, SPED, ESOL, Resource) the opportunity to receive co-teaching training of co-teaching models. 	08/2016	K-5	SPED, ESOL and EIP Students	<ul style="list-style-type: none"> Observations / Walk-thru Teacher Conferencing
Evaluation	Content area teachers and special education teachers at MES once again implemented the co-teaching model and used strategies. Teachers and co-teachers planned daily instruction together and instructed students during lessons as one cohesive unit.				
Writing to Win	<ul style="list-style-type: none"> Writing to Win embodies the principles of standards-based learning Writing in K-5 increases in all content areas Writing to Win builds student confidences allowing students to become independent writers. 	08/2016	K-5	All Students	<ul style="list-style-type: none"> Observations / Walk-thru Writing samples Curriculum Chatter discussion regarding grade level writing samples
Evaluation	Teachers will increase writing time with students. Writing will continue throughout the curriculum. Writing samples will be collected and graded by grade level team with an appropriate rubric.				

Introduction of the new Science and Social Studies Standards	<ul style="list-style-type: none"> Provide professional development for social studies and science teacher 	08//2016	K – 5	All Students	<ul style="list-style-type: none"> Transition year 2016-2017 Implementation year 2017-2018
Evaluation	Science and Social Studies teachers will implement the new GSE in these two subject areas. Teachers will update units, benchmarks, and common assessment to align with the new standards.				

Prioritized Professional Development for 2016 – 2017

Professional Development Requests – Fine Arts, PE, Gifted, Gateway, and National Middle School	
Gifted Conference: Shanna Floyd	
GA Association for Gifted Children: Shanna Floyd Dates: March, 2017	Provide the opportunity to attend conferences to maintain a positive Gifted program at MES.
GMEA: The Classic Center: Tammy Anderson	
GMEA Dates: January 2017	Professional learning for music teacher at the elementary level. Provides strategies and activates for students.
Physical Education: Share the Wealth Conference – James Hickox and Dde Jordan	
Share the Wealth Conference: Jekyll Island Dates: January 2017	Provide the opportunity to attend Share the Wealth Physical Education Conference to remain updated on Fitnessgram and physical education activities.
Professional Development – No Funding Required ~ Built into Calendar	
GSE Standards-Based Planning for school year 2016-2017	Standards-based planning days will provide teachers the opportunity to edit units and lesson plans which correlate to content GSE.
GAETC	
GaETC: Georgia Educational Technology November, 2016	Professional learning to help educators at all levels increase their understanding of the role of technology in education.

<ul style="list-style-type: none"> • Special Education New Teacher Mentor Academy 	<ul style="list-style-type: none"> • New and inexperienced special education teachers will receive support and training to gain knowledge, strategies and skills to teach students with disabilities. • The ultimate goal is to encourage teachers to remain in the field of special education. The training will include professional learning activities designed to improve the proficiency in writing compliant Individualized Education Plans (IEPs) to include Present Levels of Academic Achievement and Functional Performances (PLAAFP), Transition Plans, and Behavior Intervention Plans. Special education law and exceptionality areas will be covered. In addition, co-teaching delivery models and development/use of accommodations and modifications will be taught.
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Professional Development Opportunities

The Instructional Coach and teachers who attend professional learning workshops throughout the school year are responsible for redelivering acquired information as needed to the staff. After the redelivery of the information, teachers discuss the strategies/programs. Research-based strategies and programs that improve student achievement will be supported by the MES faculty and administration; however, teacher leaders and the administration meet to determine how and at what level these new strategies and/or programs are to be implemented. When decisions are made, the newly learned strategies are implemented in the classrooms.

Inclusion of Teachers, Administration, and as appropriate, Paraprofessionals, Parents, and other Staff in Staff Development

Staff development participation in 2016-2017 involves all of the above mentioned. Teachers, administration, and paraprofessionals attended workshops and informational meetings focused on the needs of our students and the individual's professional needs. New MES School Council members attended RESA training regarding their duties and responsibilities as active school improvement stakeholders. Other staff members received training in safety policies, crisis management, and positive interventions. Mentors and parent volunteers received training prior to serving our students. This training was conducted by our school counselor.

Pupil services personnel including our system social worker and our system Family/Parent Involvement Coordinator each provided training and support to the MES faculty and staff. Throughout the year our Family/Parent Involvement Coordinator, Angie Meadows, met with our Parent Involvement Committee.

Alignment of Professional Development with State Academic Content and Student Achievement Standards

Professional learning activities provided for MES personnel conform to the guidelines presented in all federal programs and to the twelve standards described by the National Staff Development Council. At MES, we realize that professional development is an ongoing, continuous process of improvement. The activities are designed to improve instructional practices and to experiment with educational research. All professional development activities focus on increasing student achievement by improving teacher practice. MES will continue to focus on writing instruction and data interpretation to better understand the needs of our students.

In May of 2016, all MES teachers provided feedback regarding their professional learning needs for the 2016-2017 school year. This feedback supplied the administrators and instructional coach with information to address plans for professional development. The results are as follows:

All professional development opportunities in 2016-2017 will be aligned to the professional development needs of our teachers in order for them to teach both Georgia's academic content at each grade level and to prepare students for academic achievement assessments. In planning professional development, system leaders, MES administration, and the IC examined the CCRPI closely to ensure professional learning was aligned to those components. All professional development opportunities in 2016-2017 will follow these same guiding principles.

Resources for Professional Development

Sufficient time, money, and resources including the instructional coach and two content specialists have been provided by our system. In 2016-2017, site-based management of funds will continue. Administration has ensured that MES teachers have resources they need throughout the school year to effectively teach students.

With the approval of the principal and professional learning coordinator at the central office, the IC plans and presents the majority of the professional development conducted on the MES campus. Sessions are adapted to each grade level and their specific needs; however, some sessions have been delivered to the entire faculty. When available and/or appropriate, faculty members attend workshops offered through Okefenokee RESA

The IC, along with the administrative team, monitors the implementation of strategies acquired through professional learning. From walkthroughs, collaborative meetings, and surveys, the administrative team evaluates the professional learning needs of the faculty and effectiveness of the professional development and trainings. The IC visits classrooms and collects data to monitor the implementation of professional development. Various technologies are used to collect this information. Checklists and rubrics based upon the professional learning opportunities and/or identified targeted needs are used.

Teachers from MES participated in the following research-based professional learning activities during the 2015-2016 school year, they will continue to participate in these activities during the 2016-2017 school year.

Inclusions of Teachers in Professional Development Activities

To provide information and strategies necessary for the academic achievement of individual students and the overall instructional program, teachers are involved in ongoing professional development activities. MES is truly a professional learning community. We have worked collaboratively during unit-writing planning days, grade-level meetings, curriculum chatters, and data analyses. Additionally, we share a common vision, mission, and beliefs about how our students can and will be successful.

- ***Standards-Based Planning Days*** - Teachers work collaboratively on planning days and implement the professional learning received throughout the year. Teacher leaders and the instructional coach set agendas for those days. New CCGSE unit writing and the development of assessments are requirements of this time. Also, teachers discuss instructional practices, analyze current assessment data (from classroom performance as well as SLO, Georgia Milestones, ACCESS[®], DIBELS Next[®], AimsWeb[®], benchmarks, etc.), and revise units. Plans for 2016-2017 include

more time for the examination of student work across grade levels and vertical content planning meetings.

- ***Grade-Level Meetings*** are usually held routinely. Teachers utilize these meeting to discuss instructional unit plans, pacing, data analysis, strategies, as well as student strengths and weaknesses. Documentation of these meetings (including agendas, sign-in sheets, and minutes) is submitted weekly to the IC. Parent conferences are scheduled during these times and may include Early Intervention Program (EIP), special education, ESOL, and/or Response to Intervention (RTI) meetings as necessary and in order to minimize interruptions to instructional times.
- ***Curriculum Chatters*** (CC) meetings are held as needed on Wednesdays. During this time, the IC and teachers discuss and monitor programs and strategies. Decisions are made that focus on professional learning goals and concepts. Professional learning opportunities are provided during CC.
- ***Data Analysis*** is a key component in the professional development evaluation process. Midway monitors student achievement data based on system and school policies, in addition to professional development practices. Teachers routinely monitor student achievement and share this data with administration. In turn, this data either supports or leads to questions regarding the effectiveness of the professional development initiatives. Teachers and administrators monitored both formative (SLO tests, benchmarks, unit tests, STAR Math[®], DIBELS Next[®], SRI[®], etc.) and summative (CRCT, Georgia Milestones, ACCESS[®], writing tests, etc.) assessments in 2015-2016.

Component 5

Parent Involvement

Parents of students at Midway Elementary School are actively involved in the planning, review, and revisions of the School Wide Plan (SWP). Through various meetings such as Parent Cafe, School Council, and School Wide Planning, parents joined teachers and administrators to give feedback regarding the SWP, *Parent/Teacher/Student Compact*, and *Parent Involvement Plans*. School wide plans are made available to parents on the MES webpage and in a binder in the MES foyer.

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Parent and community support is a constant focus at MES. It is important for MES to provide more opportunities for families and community members to actively engage with our students. Invitations were extended to families and community members to become active mentors and/or volunteers. During the 2015-2016 school year, approximately 25 additional adults were trained to be mentors/volunteers at MES in addition to those previously trained.

During the 2016-2017 school year MES will provide a minimum of three strategy based activities at Parent Involvement events. Fourth grade and PK have implemented *Lunch and Learn* parent workshops to address this goal by focusing on strategies in reading and mathematics. Parents were asked to complete the Annual Title I Parent Involvement Survey online and paper-pencil copies were available upon request.

The system-wide Family Involvement Coordinator, Angie Meadows, has assisted Midway Elementary faculty and parents by providing several opportunities for parent and family participation at school. This partnership continues to enhance student learning. To increase parent involvement, Angie Meadows, serves as a liaison between families and MES. She confers with school administrators, parents, and teachers to establish and maintain ongoing parent activities supporting academic goals. She provides family involvement workshops and activities throughout the year. Furthermore, the coordinator has supported Midway Elementary by assisting parents and guardians in understanding their rights and responsibilities. This empowers them to become advocates for quality education and contribute to developing a positive climate between the home, community, and school. Midway Elementary has organized MES Parent Lunch and Learn meetings throughout the year. The school-level Parent Involvement Coordinator, Kim Lydon, works with Angie Meadows to insure a consistency between the system and MES. Additionally, the Family Involvement Coordinator has presented programs and information to the faculty, staff, and families of MES students. The coordinator will continue working with MES and our parents and families as we communicate assessment results.

To encourage family involvement and to fulfill a requirement of Title I, MES held an Annual Title I – Parent Meeting in August. This was held during the day at 12:00 and again at 5:30 to provide parents with two opportunities to attend. At that time, parents received information

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outlining the Title I program and opportunities for parent and family involvement from the school administrators. In September, MES held a Curriculum night. Teachers shared with parents and guardians important information concerning curriculum, schedules, attendance, Google Classroom, and strategies to help their student at home.

One result of the Title I survey data has been the inclusion of curriculum nights at school. These were implemented to assist parents and guardians with teaching their child (ren) learning strategies at home. Events such as Transition and Testing Night and ESOL Open House are directly linked to parental requests for more information about these programs and ways to help their children.

- This year ESOL night was hosted at Blackshear Elementary School for all EL students in Pierce County. A translator was provided to explain the student handbook, attendance policy, discipline plans, and individual school programs with parents. At the end of the meeting, a question and answer session was held.

Parents are encouraged to visit their child's classroom and to serve as volunteers and mentors at school. As part of our Parent Involvement Plan, training sessions for both mentors and volunteers are conducted by the school counselor. Many opportunities for community and parent volunteers are provided. Efforts are made to send this information home in Spanish. It is the intention of Midway Elementary to nurture strong relationships between parents, community, and school as we work together to provide a quality education for all students. By promoting volunteerism, MES is nurturing those relationships. Parents and community members have been extremely supportive of MES academic efforts through their assistance with Battle of the Books, Book Fair, Quick-Think, and snow cone sales. Individuals also assist teachers in making numerous bulletin boards, decorating hallways and classrooms, as well as making copies of instructional materials.

Frequent and regular communications between teachers and parents is crucial. For this reason, teachers communicate regularly with parents using class newsletters, agenda books, personal notes, parent/teacher conferences, phone calls, emails, "Notify Me" texts (for school information), "Remind" texts (for classroom information), Facebook and school memos.

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Additionally, parents receive either progress reports or report cards every 4½ weeks. Parents are invited to view their students' progress in classes by logging in to the Parent Portal of Infinite Campus.

In an effort to continually involve parents in their child's education during the 2016-2017 school year, the following resources will continue to be used: school and system websites, standards-based report cards (K), publications in local newspapers, State DOE Report Card, individual student test results, transition orientations, stakeholder committees, parent nights at school, and various meetings of the School Council and Parent Lunch and Learns. All meetings of the School Council, parent nights, and Parent Café are open to the public, and all stakeholders are encouraged to attend.

Making the MES SWP available to all stakeholders is very important. Midway Elementary also uses our school website as a method of keeping parents well informed. Website information and Facebook include current valuable parent information and notices of upcoming meetings and activities. Parents can access the current School Wide Plan from our homepage. Also, for non-English speaking and reading parents, our school website has a language translation feature. Using this, parents and community members can easily convert our website and numerous documents into any selected language.

The *Parent Involvement Policy and Procedures* provides a detailed explanation of the various actions and procedures MES utilizes. It was written to establish and promote expectations for parent and family involvement. Additionally, the document affirms and assures the right of parents, family members, and legal guardians of children being served in activities funded by Title I. Opportunities are provided to parents to participate in the planning, design, and implementation of the Title I program and its activities. The MES *Parent/Teacher/Student Compact* is a document informing all parties of the expectations for the school year. These documents are also available in Spanish for parents of our Hispanic EL students.

Component 6

Transitions Plans for Assisting MES students

The following are our plans for assisting students entering our schools, students transitioning between grades, and students moving to the middle school.

Pre-K – The Pierce County Pre-Kindergarten Program is a voluntary program for children who are 4 years old. This program is funded by the Georgia Lottery for Education and governed by Bright from the Start: Department of Early Care and Learning. The purpose of the program is to prepare 4-year-old children and their families for the formal school experience by providing a developmentally appropriate pre-kindergarten program for the child while simultaneously providing parent involvement opportunities for the child's family. Midway currently has two Pre-K classes with 22 students in each class.

Pre-K students have opportunities to attend assemblies and programs, visit the kindergarten classrooms, and be a part of the total school program. Parents of students entering the MES Pre-K program are invited to an orientation program a few weeks prior to the beginning of school to further explain the components of the Georgia Pre-K program. Translators are available for all events.

Pre-K to Kindergarten - In the spring all public and private daycare Pre-K children and their parents were invited to MES for an introduction to the school and faculty. For Pre-K students on the MES campus, a visiting day is planned for them to meet kindergarten teachers. Our Pre-K and kindergarten teachers coordinate a date and the younger students visit classrooms with current kindergarten students. Kindergarten teachers create a rotation schedule for the students, and special orientation activities are planned. Pre-K students also have opportunities to go to the computer lab and media center. Near the end of the school year, these students are allowed to check out one book per media center visit.

Kindergarten to First Grade - Kindergarten students push into first grade classrooms in small groups during instructional time and are assigned a first grade peer buddy. Kindergarten students experience the positive learning environment and expectations of becoming a successful first grade student. Future first grade students are provided this experience at the end of the year in small time increments to ease K-1st transitions.

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First to Second Grade - Because second grade is departmentalized, the transition from first grade to second grade has become a big adjustment. On “Transition Night”, two second grade teachers meet with parents in a first grade classroom. Parents are given an overview of the curriculum, class structure, and expectations of second grade.

Second to Third Grade - Second grade students face many challenges as they transition to the increased expectations of third grade. Several solutions have been implemented to ease this transition. Second grade teachers are paired to form two teams. This intermediary step helps students move from one teacher in first grade to four teachers in third grade; it also ensures curriculum integrity, specifically for science and social studies. On “Transition Night”, two third grade teachers meet with parents in a second grade classroom. Parents are given an overview of the curriculum, class structure, and expectation of third grade.

Third to Fourth Grade - Beginning in the 2016-2017 school year, third and fourth grade teachers loop with their students. Students will have the same three teachers for two years. Looping makes transitions much smoother. Students and parents are already familiar with the teachers and their methods and expectations. There is less down time for learning rules and procedures at the beginning of the year, leaving more time for instruction. Teachers are also more familiar with students and are able to build stronger relationships and work on known strengths and weaknesses. In addition, fourth grade teachers hold Lunch and Learn workshops for parents several times a year. Third and fourth grade parents are invited to attend. During these workshops, teachers discuss the connections between third and fourth grade content, as well as the strategies used to deliver instruction.

Fourth to Fifth Grade - Fourth grade teachers hold Lunch and Learn workshops for parents several times a year. Fifth grade teachers in the appropriate subject area are invited to attend. During these workshops, teachers discuss the connections between fourth and fifth grade content, similar strategies used to deliver instruction, and fifth grade expectations.

Fifth Grade to PCMS – In the spring of each year, fifth graders, along with their teachers, visit Pierce County Middle School for an overview of the programs, academics, and activities offered. This transitional activity is known as Jump Start. In addition the PCMS counselors visit all fifth

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grade classes to detail a typical academic middle school day. Letters are sent home with report cards at the end of the school year with a summer transitional calendar packet. A transition night is offered for fifth grade parents. Prior to the transition night, fifth grade teachers contact parents to assess needs related to middle school transition.. This helps make the transition between elementary and middle school smooth.

New Students – The Midway Elementary School faculty and staff make extra efforts to welcome new students to our campus. Upon enrollment in the school, each student is given a tour of the school before being introduced to his/her teacher(s) and classmates. Our counselor or administrative secretary conducts the tour with the student and parents. Peer students from the student’s new class assist with academic orientation. A general fact sheet for parents with grade level information including teacher names, email addresses, and school supply information is given to each enrollee’s family. Teachers discuss any questions concerning the academics of the grade level with the parents. Translation services are provided by either our system translator or our migrant liaison (MSSP) when a non-English speaking family enrolls a child.

Component 7(a)

Teacher Decision Making on Use of Assessments

MES utilizes frequent and ongoing assessments to monitor student learning and determine if the implementation of the initiatives outlined in the school-wide plan positively impact student achievement. The chart below describes the assessment plan utilized to monitor student progress throughout the year.

Grade Level	Content Area	Assessment Name / Description	Formative vs. Summative	Frequency	How will staff be trained?	How/When will staff use info to guide instruction?
All	English Proficiency	W-APT®	Formative	Beginning of school, and as new students enroll	ESOL teacher receives training updates provided by the system.	ESOL teacher uses this assessment to determine students eligible for services.
ESOL students	English proficiency	ACCESS®	Formative/ Summative	Testing Window	ESOL teacher receives training updates and shares data and CanDo descriptors®	All teachers use the CanDo descriptors® to write appropriate lesson/unit plans for ESOL students

K-5	All	GSE Unit Assessment	Formative	After each GSE unit is taught.	Teachers & IC work in collaboration to provide rigorous assessments.	At the end of unit instruction, teachers administer the assessment. Students who do not meet standards receive remediation either in the classroom or through ELT.
1-5	ELA, reading, math, Science, Social Studies	Pierce County Benchmarks	Formative	3x/year	Teachers will review test writing procedures.	These assessments are written by teachers based on instructional and pacing guides. Students not mastering standards will be remediated, during class in small groups or through ELT.
K-5	Writing to Win	Writing	Formative	3x/year	Teacher have received Writing to Win training	Writings from across content areas will be collected. Student work will be assessed using common grade level rubrics, determined by the committee.
K-5	Reading	DIBELS Next®	Formative	3x/year	Teachers will be trained in administration and interpretation of data.	This assessment will serve as a screener for students in need of reading remediation and possible RtI interventions.
K-5	Math	STAR Math®	Formative	3x/year	Teachers will be trained in administration and interpretation of data.	This assessment will serve as a screener for students in need of math remediation and possible RtI interventions.
3-5	Reading	SRI®	Formative	3x/year	Teachers will be trained in administration and interpretation of data.	This assessment will serve as a screener for students in need of reading remediation based on Lexile® data and possible RtI interventions.
K	Reading, ELA, and math	GKIDS	Formative and Summative	Throughout the year	Teachers receive manual training in the ways to check student progress on various standards throughout the year.	This assessment is updated periodically as teachers collect student data. In this way, it is a formative assessment; however at the end of the year, the checklist is summative.

2	Cognitive Abilities	N-NAT2®	Summative	1x/year	GATE teacher administers this assessment.	N-NAT2 serves as a screener for potential GATE students.
3-5	Reading, writing, ELA, math, science, and social studies	Georgia Milestones	Summative	1x/year April 2015	Teachers will be trained in administration and interpretation of data.	Teachers will use the data collected from these assessments to determine strengths and weaknesses in students and instructional programs.

Additional assessments included:

- Informal Phonics Inventories (primary grades)
- GoFar practice tests
- Text Leveling Assessment (primary grades)
- Sight Word Inventories (primary grades)

External Comparisons

Data from MES students is compared with the data collected from all students at the state, district, and system levels yearly.

Use of Assessment Data

In the fall of 2016, each teacher will be engaged in data analysis of students' scores, as well as the overall grade level's and school's results. Individual student data will be examined to determine specific strengths and weaknesses. Each grade level will then develop an action plan to improve the overall instructional plan and to ensure success for that particular grade level.

Additionally, the Better Seeking Team (BST) will examine all student data to determine strengths and weaknesses school-wide. The leadership team will then make recommendations for improvements for the school year based on data analysis results.

MES will present various forms of assessment information to all stakeholders. The School Council and all parents, with the assistance of school level administrators, review assessment results in an effort to better understand the school population and to determine possible next actions.

MES is committed to meeting the instructional needs of all students. The principal, assistant principal, and instructional coach serve MES as lead learners and work collaboratively with teachers, students, and parents to ensure the instructional needs of students are met.

Component 8

**Activities for students experiencing difficulty mastering standards
shall be provided with effective, timely assistance.**

Midway Elementary offers a variety of activities for all students (including English learners, migrants, students with disabilities, and economically disadvantaged) who need extra assistance in the content areas as well as test taking strategies. Strategies include, but are not limited to:

- Before- and After-School Tutoring
- ESOL Services
- Flexible Groupings
- Inclusion Services
- Literacy Groups
- Researched-based Interventions - iStation®, Lexia®, SuccessMaker®, etc.
- RTI and Progress Monitoring
- Universal Screenings – reading (DIBELS Next®) and math (STAR Math®)

Component 8(a)

**Activities for students experiencing difficulty mastering standards
shall be identified on a timely basis.**

Response to Intervention (RTI /Universal Screening)

The Georgia Student Achievement Pyramid of Interventions is the process of aligning appropriate assessments with purposeful, meaningful instruction for all students. RTI is based in the general education classroom where teachers provide a strong and rigorous standards-based learning environment. The tiered approach to providing layers of intervention for students

needing support requires a school wide common understanding of the curriculum (CCGES and GPS), assessment practices, and instructional pedagogy.

All students participate in standards-based educational learning (Tier 1). Students requiring interventions to meet individual learning expectations receive support through a systematic and purposeful process. The number of students requiring interventions decreases as the level of intensity or frequency of the intervention increases.

Below are the four tiers of RTI:

- Tier 1 (T1) – Standards-Based Classroom Learning (all students)
- Tier 2 (T2) – Needs-Based Learning
- Tier 3 (T3) – SST-Driven Learning
- Tier 4 (T4) – Specially-Designed Learning (SPED, Gifted, etc.)

Pierce County Schools currently use Scholastic Reading Inventory, DIBELS Next[®] as the universal screening reading tool and STAR Math[®] for the universal screening math tool. Screenings are used to test all students in a grade level with common assessments, or probes. Testing is administered in the fall, winter, and spring of each year. Comparative reports are generated to determine how students perform in relation to their grade level peers. Students who are unsuccessful according to triangulated data (DIBELS Next[®], SRI, STAR Math[®], benchmarks, and unit assessments) are moved into Tier 2, and possibly later Tier 3 depending on subsequent student data. Teachers implement various interventions in efforts to increase student achievement. Interventions occur during Extended Learning Time (ELT), depending on the grade level of the students. Monitoring occurs after an intervention has been used for a two-week period. Tier 2 students are progress-monitored bimonthly, and Tier 3 students are progress monitored weekly to determine the success of intervention(s) implemented in the classroom and/or with the interventionist. Interventionists are responsible for the administration of all progress monitoring probes for Tier 2 and Tier 3 students. Additionally, interventionists import all student data into the software program system.

Special Education Services

These services are provided to eligible students and covered under the Individuals with Disabilities Act. Students with disabilities eligible for Emotional Behavior Disorder (EBD), Specific Learning Disabilities (SLD), and Other Health Impaired are served by the special

education teacher in the least restrictive environment as indicated on the student's Individualized Educational Plan (IEP).

English Learner (EL) Students

MES has a full time ESOL teacher. She served 26 students at the end of the 2015-2016 school year. In addition to our ESOL resource teacher, six other MES faculty members have ESOL endorsements on their teaching certificates: one kindergarten teacher, one 2nd grade teacher, two 3rd grade teachers, one 5th grade teacher, and the media specialist. The effectiveness of these changes will be evaluated according to data provided by ACCESS[®] scores, classroom data, benchmark assessments, Georgia Milestones, and CCRPI (#6).

Migrant Students

Migrant students at Midway are offered the same educational opportunities as all other students. Additional services for migrant students identified as “priority for services” are offered through the district Migrant Student Services Provider (MSSP) in coordination with the regular classroom teacher. The Migrant Program identifies students as “priority for services” based upon the amount of school missed and whether or not the student is failing or at risk of failing.

Any migrant student who continues to struggle with the supports described is placed into RTI so progress can be monitored more closely, every one or two weeks.

Homeless Students

Children and youth experiencing homelessness shall be provided services comparable to services offered to other students at MES. Any homeless student, who struggles with supports in the classroom, is then placed into RTI so progress can be monitored more closely, every one or two weeks.

Component 8(b)

Teacher Training on Student Identification and Interventions

Midway Elementary provides training for teachers in ways to identify and help struggling students. Teacher professional development focus on GSE unit revisions, differentiation strategies, DIBELS Next[®] procedures and Lexia[®], iStation[®], and SRI[®] trainings. During the

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2015-2016 school year, Writing to Win and Bookworms (K-1) reading program was the focus of MES Professional Development. This year Bookworms will be implemented in grades 2-5. At the beginning of the school years, the IC will provide a review of this each of the programs. The Bookworms in-service program provide information on the identifying student's weaknesses and the appropriate intervention to assist students in mastering literacy skills. Literacy instruction and the use of technology remain important as we continue the implementation plans of the Striving Readers Comprehensive Literacy Grant. We use IStation for Tier I. Each grade level uses it differently. It is used for building Reading Fluency and Comprehension Skills. Students use it in the Lab if they are not on Lexia. Most grade levels use it in their computer station.

Lexia is a research-based computer program that is use for Tier 2 and Tier 3 RTI Reading Students. It is an adaptive program that teaches students on their current learning level. Small group are used for those students who are not making progress on certain skills. They provided with direct instruction lessons from Lexia. It also provides students with independent practice that can use at home or in class. Students can access Lexia from school or home. Intensity and time on the program increase with each Tier.

Component 8(c)

Conferences

Midway Elementary teachers hold parent-teacher conferences because we understand that open communication strengthens relationships between parents, teachers, and students. Teachers use this time to communicate with parents the student's strengths and weaknesses, and to clearly articulate information concerning the student's progress toward meeting academic standards. Our goal is for parents to feel welcome and at ease. We encourage parents to ask questions and we provide suggestions for ways they can help their child with school work in the home environment. As needed, parents and teachers may explore additional assistance that may be available for the student at school or in the community.

Teachers are required to schedule conferences with each child's parent(s) or guardian(s). Annually, teachers in K-2 are required to hold two face-to-face conferences and teachers in grades 3-5 are required to hold one face-to-face conference each year. This was identified as an

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area of concern on the 2013-2014 Title I Parent Survey. Special student populations such as ESOL, EIP, Special Education, and RtI (T2 and T3) have additional conference requirements. All conferences must be documented using Parent Conference Logs and meeting minutes signed by all in attendance which are reviewed in each teacher's summative TKES evaluation. Teachers notify the administration or office personnel via e-mail when meetings are scheduled and parents are expected. A variety of strategies are shared with parents to provide them with additional information and/or assistance.

The District/Family Involvement Coordinator has and will continue to provide hands-on workshops throughout the school year to assist parents. Topics have included encouraging children to read, effective parent/teacher conferences, and community resource availability.

Component 9

Coordination of Federal, State, and local services and programs

Component 9(a): List of state and local educational agency programs and other federal programs that will be included.

Midway Elementary School conforms to the guidelines of coordination and integration of federal, state, and local services and programs. The Pierce County School System complies with the Principles of Effectiveness by selecting and implementing scientifically and/or evidence-based practices and products targeting assessed needs. As a part of the process, outside resources will be invited into the system or school to provide training, on-going consultation, provide input or take part in other activities conducted toward this goal. Activities draw on resources available from a variety of sources.

- **Title I Regular – Fund 402-1750**

- School Improvement Planning
 - Instructional Coaches
 - Intervention Specialists

- **Title IC Migrant – Fund 402-1762**

- Migrant Workshops and professional learning

- Migrant Conference
- **Title IIA funded professional learning:**
 - Recruitment
 - New Teacher Induction
 - Instructional Coaches
 - Core academic conferences
- **Title VIB (Rural and low income)**
- **QBE funded Professional Learning:**
 - Differentiated Teaching Strategies
 - Gifted instruction
 - RtI workshops
- **IDEA funded professional learning:**
 - Train and implement assistive technology team
 - Managing Challenging Behaviors (FBA/BIP)
 - Aligning IEPs to GPS for student with most severe cognitive disabilities
 - Special Ed Law Conference

Once professional learning activities have been presented and programs or technologies have been purchased, Pierce County School District provides continued support for implementation. The Instructional coach, funded through Title IA, will begin doing job-embedded sessions after

Component 9(b)

Description of how resources from Title I and other resources will be used.

Midway Elementary utilizes resources from Title I and other sources. Midway Elementary coordinates and integrates Title IA services with Title IC, Title IIA, Title III, Title VA, Title VIB (Rural and Low Income), state Professional Learning, and Title VIB-IDEA at the LEA and individual school level:

- ***Title I, Part A; Title VIB (Rural and Low Income) funds*** are used to supplement state and local funds in providing materials and resources needed to implement the curriculum and instruction at all grade levels.
- ***Title I, Part A; Title II, Part A; and IDEA funds*** are used in providing **professional development** for administrators, teachers, professional support staff, parents, community members, and other appropriate personnel when appropriate. Most activities are designed at the school level. Training focuses on best teaching practices to work specifically with special needs or at-risk students and to include gender equitable instructional methods.

- ***Title I, Part A and Title II, Part A funds*** are used to provide an Instructional Coach at Midway Elementary. This instructional coach will assist in providing the support for new teachers, as well as the support for all teachers in implementing the state curriculum (CCGPS and GPS).
- ***Title IC funds*** are used for an after-school and/or summer school (if needed), a Migrant Family Intervention Specialist, and inclusion services.

Component 10

Individual Student Assessment Results and Interpretation to Parents

Midway Elementary reports student assessment results in a variety of ways including, but not limited to, periodic standards-based cover sheets, progress reports, report cards, and parent conferences. More information of assessment results and interpretation to parents is located in Component 7 and Component 9. Georgia Milestone Assessment requirements will be reported to parents during our Test Busters Night.

ACCESS®

At the beginning of each school year, our ESOL teacher reviews assessment data from the ACCESS® test. If students who took this test at MES in the previous year are enrolled in the current year, the ESOL teachers extend an invitation to parents for a conference. Invitations are provided in both English and in the language spoken in the home. The purpose of the conference is to explain to parents how the student is progressing along the English language learning continuum established by WIDA. The ESOL teacher outlines goals for the upcoming year and how she and other teachers will assist the student in meeting those goals. Also discussed in the conference are strategies parents implement to assist the student in English language acquisition. As needed, an interpreter is provided for the parents and ESOL teacher.

Component 11

Provisions for the Collection and Disaggregation of Data

Before pre-planning, MES administration analyzes school wide assessment data and develops an action plan. During pre-planning with administrative guidance, teachers are engaged in intensive data analysis of students' scores, as well as the overall school's performance. Teacher and administrative analyses are not only used to determine strengths and weaknesses, but also to improve the instructional program. More in-depth information is kept on the bubble students such as benchmark assessment results and screening data gathered using Dibels NEXT[®], AimsWeb[®], and SRI[®]. Teachers accelerate those students who score high in Level 2 in efforts to move them to Level 3. Teachers use classroom profile sheets to keep current and ongoing student data. 2014 CRCT data, benchmark assessment scores and attendance, as well as other grade level information must be maintained on the teacher's profile sheet(s). The use of the Georgia LDS software is beneficial for keeping accurate records, especially new students to our school from other schools in Georgia.

For students who have previously been home schooled, a comprehensive achievement test will be administered to determine appropriate level of placement. To read more information about assessment data, refer back to component 7.

Component 12

Provisions to Ensure that Disaggregated Assessment Results are Valid and Reliable

Triangulation of data is done using student scores from various sources. Most commonly used sources include results, MES Benchmark Assessments (grades 1-2), ACCESS[®], benchmarks, Dibels NEXT[®], AimsWeb[®], SRI[®], standards-based assessments, classroom performance and products, checklists, and observations. By incorporating multiple data types, MES ensures that disaggregated results are valid and reliable. Therefore teachers are confident using the analyzed data to plan instruction, organize flex groups, monitor student progress, and make appropriate interventions when necessary. MES continues to triangulate student data throughout the year to ensure the accuracy of instruction and as a necessity to guide our decision making related to student achievement.

Component 13

Provisions for Public Reporting of Disaggregated Data

During conferences, teachers and parents/guardians collectively review the progress of the student. Various assessments are analyzed and summaries of these tests are sent home to parents/guardians in the form of progress reports and report cards.

Brochures outlining student achievement data (among other data) are available to all stakeholders. These brochures are kept in the main lobby area and in vicinity of the registrar's office. Links to the SWP are available on both the MES Facebook page and the school website. A hard copy of the SWP is kept on file in the media center for stakeholders to read.

Component 14

Annual Revision of the MES School Wide Plan

The Midway Elementary School Wide Plan (SWP) is an ever-changing document. It has been and will be updated and revised as needed. The administrative team, BST members, teachers, and parent representatives are important stakeholders who assist with revisions and changes. The input of all stakeholders is necessary, encouraged, and valued. Revisions of the document are saved, dated, and kept on file as evidence of modifications.

Component 15

Plan developed with the involvement of the community to be served and individuals who will carry out the plan including teachers, principals, and other school staff

Midway Elementary receives feedback on the School Wide Plan several times annually. The School Council, Better Seeking Team, administrative team, teachers, and parent representatives have various opportunities to assist with recommendations to the plan. The SWP is distributed at Title I Night and at Open House. Parents are invited (through newsletters, personal contact, websites, e-mails, and Facebook) to attend our School Wide Planning meetings and serve on committees with other parents and teachers to further analyze the plan and suggest improvements. The Parent-Family Involvement Committee members (consisting of parents and teachers) also review and make suggestions regarding the SWP throughout the school year. The School Council meets regularly and asks questions pertaining to the SWP as well as offers

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suggestions and feedback for revisions. Based on responses generated during the needs assessments, changes and revisions are considered and added to the plan. The revisions are updated, dated, and kept on file to show the changes made to the plan.

Component 16

MES SWP is Available to LEA, Parents, and the Public

The Midway Elementary School Wide Plan is available to all stakeholders. It is posted on the school website for parents, and teachers have electronic access via the common drive accessible to staff members. The School Wide Plan is shared with School Council members during meetings throughout the year. Copies of the plan are given to anyone who does not have access through the above mentioned sources and would like one. Additionally, the condensed version of the MES Implementation Plan is distributed at Open House and Title I Night to all adults in attendance.

Component 17

Translation of MES School Wide Plan Sections

Portions of the Midway Elementary School Wide Plan are translated into Spanish for our non-English speaking/reading Hispanic parents. The MES *Parent/Teacher/Student Compact*, *Parent Involvement Plans*, condensed version of School Wide Action Plan, and other informational pieces are available in Spanish. A district interpreter is also available to translate other portions as needed into Spanish. When it becomes necessary, steps will be taken to translate these same documents into another language. At this time, this is not necessary based on home language survey data.