



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

Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

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| School Name: MacIntyre Park Middle School | |
| School Mailing Address: 117 Glenwood Dr. Thomasville, GA 31792 | |
| LEA Name: Thomasville City Schools | |
| LEA Title One Director/Coordinator Name: Bill Settle | |
| LEA Title One Director/Coordinator Signature: | Date: |
| LEA Title One Director/Coordinator Mailing Address: 404 Broad Street, Floor 3 Thomasville, GA 31792 | |
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Planning Committee Members:

| NAME | POSITION/ROLE |
|------------------------------|--|
| K. Alan Hose | Principal |
| Ishia Dawson | Asst. Principal |
| Tiffany Oldham | Guidance Counselor |
| Marci West | Instructional Coach |
| Katie McCloud | Teacher |
| Christa Graham | Teacher |
| Robyn Jones | Teacher |
| Elizabeth Copps-Frick | Parent Involvement Coordinator |
| Bill Settle | Title 1 Director |
| Sarah Erwin | RESA/ School Improvement Specialist |
| Jo Farrell | Curriculum Director |
| Moses Everett III | Teacher |
| LaRhonda Kirkland | Special Education Director |
| Nakeisha Rayford | Parent Representative |



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SIP Components

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

Response:

A. We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were teachers and staff members of MPMS. Some staff members were members of the school leadership team who took the school improvement plan back to their respectful grade levels to gain input from all teachers. Parents were also invited to attend leadership team meetings, review the school improvement plan online via the MPMS school website or to review the school improvement plan in the main office of the school. The Parent Teacher Organization members revised and provided additional feedback and input.

B. We have used the following instruments, procedures, or processes to obtain this information . . . (Be sure to use brainstorming as a strategy for Needs Assessment.)

The following national and state mandated tests are used at MacIntyre Park Middle School: Criterion-Referenced Competency Tests (CRCT), Georgia Alternate Assessment (GAA) and the Georgia Writing Assessment (GWA). In addition, student performance data is collected and monitored using Scholastic Reading Inventory (SRI), *Classworks*, and state and local benchmarks. To ensure all stakeholders are included in the development of MacIntyre Park's School-Wide Improvement Plan, MacIntyre Park Middle School will conduct parent and student surveys throughout the 2013-2014 school year to collect data and feedback from these entities. The 2013-2014 school wide-plans was written for all students and groups of students which includes the subgroups of economically disadvantaged, black, white and students with disabilities subgroups who are not yet meeting the State student academic achievement standards.

C. We have taken into account the needs of migrant children by . . .
MPMS would follow all local policies and procedures to insure the needs of all students, including migratory students, if they were present in our school. Migratory students would be identified and assessed according to local and state policy and placed in needed services based on the results of those assessments.



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

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

- Completed "Focus School Calculator" to determine which subgroups had the largest achievement gaps.
- CRCT results from 2014 were analyzed to determine areas of weakness within each content area.
- An increase in students identified that need Response to Intervention (RTI).
- A review of test data, SRI Reports, ThinkGate, Study Island, Universal Screening Data from *Classworks*, and regular benchmark assessments indicate the need to strengthen students' skills in all academic areas.

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

- All subgroups are addressed at MPMS. MPMS's demographics basically addresses the subgroups of whites, blacks, SWD and economically disadvantaged students.
- MPMS will follow the procedures set forth by the "Focus School" component of ESEA Accountability.
- MPMS will target students for remediation based on the ranking process set forth by ESEA Accountability. The Highest Rank Order of students will have Priority to the FLP services.
- In 2012-2013, MPMS students serviced through the FLP showed an average of 14 point growth on the reading portion of the CRCT. In math, FLP students averaged a 7.98 point growth over the previous year's CRCT scores.

F. The data has helped us reach conclusions regarding achievement or other related data.

- The major strengths we found in our program were . . .
MPMS is on a three year incline for pass rates in reading on the CRCT. Data indicates that students' lexile scores are increasing which is a direct reflection of the school's approach to teaching reading strategies and reading comprehension. This growth is can be contributed in part to the implementation of Reading Comprehension Toolkit strategies during the 2011-2012 school year and continued into the 2013-2014 school year.

Science scores, although still below state average, are beginning to trend upward.



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

- The major needs we discovered were . . . mathematics, science and social studies. Students are still lagging behind the state in meeting state standards. In mathematics, the major area of need is numbers and operations.
- The needs we will address are . . . rigor and differentiation in the classroom and closing the achievement gap between the SWD subgroup and the white subgroup.
- The specific academic needs of those students that are to be addressed in the schoolwide program plan will be . . . fundamental mathematical skills.
- The ROOTCAUSE/s that we discovered for each of the needs were . . . (More professional development for teachers in Differentiation, Rigor and Relevance.)

Methods of instruction. Students are not being taught to be critical thinkers and/or to apply what they learn. Rigor, including teaching students how to apply and analyze the information they are taught is critical to changing our results.

- Raising student expectations through relationships with rigor, relevance, and increasing academic competition amongst students.

G. The measurable goals/benchmarks we have established to address the needs were . . . MPMS must close the achievement gap between the SWD and White subgroups by 25% within three years.

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

Response:

School improvement includes a concentrated focus on incorporating best practices and data-driven decision making in meeting the goals of our ongoing school improvement process. MacIntyre Park Middle School has always provided its students with a comprehensive school program that advances learning in a caring, safe environment. We strive to guide and teach our students to become leaders as they are learning.

This process involved a needs assessment of the instructional program, a review of MacIntyre Park Middle School's School Improvement Plan, Parent Involvement Policy and an in-depth analysis of the various types of student data. Based on this data, the following improvement strategies have been implemented at MacIntyre Park Middle School:

- Remedial Education Plan in Mathematics, Science and Social Studies for grades (6-8);
- Posting of the daily instructional standards in each classroom;
- Common planning time for grade level collaboration and professional learning communities;
- Test data disaggregated to identify areas of improvement by school leadership team and grade level teams;



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

- Ensure lesson plans address remediation, enrichment, and acceleration.
- Professional Development with Consultant (Dr. Betty Ellis) Depth of Knowledge/ Assessment, Curriculum Alignment with Standards, Unit Writing
- Focus: Learning Targets, "I Can" Statements & Interactive Notebooks
- Ongoing professional learning on instructional programs/strategies that are scientifically researched-based (Scholastic Reading Inventory, UDL, Common Core, Best Practices, Differentiation, Response to Intervention (RTI), Inclusion and standards-based classrooms/instruction);
- Classroom instruction will follow the UDL/Best Practices instructional framework where each lesson consists of a targeted standard and element, an essential question, an opening, a work period, and a closing. Graphic organizers, Interactive Notebooks and word walls will be used pervasively throughout each subject.
- SRI probes administered three times per year for progress monitoring;
- Instructional Coach to assist teachers and administration with instruction and the overall operation of the instructional component of the school;
- Qualifying students receive instruction through 'connection' remediation in the areas of reading and math five times weekly;
- Volunteer and Mentoring Program to support and advance student learning;
- After-school tutorial program to provide supplemental reading and math instruction to students in grades 6-8, in support with community agencies such as Thomasville Resource Center and the Boys/Girls Club, 21st Century Program;
- CRCT Summer School program for students in grade 8 who do not meet minimum grade-level standards in reading and math;
- ThinkGate to diagnose students' strengths and weaknesses and to provide opportunities for enrichment and/or remediation;
- Writing and reading competitions
- Young Georgia Author's Writing Competition
- School Council / Parent Teacher Organization
- Parent Workshops highlighting curriculum areas
- Science Fair
- Spelling Bee
- Career Fair



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

A. *Response:* The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standard are grounded in researched-based strategies. Students furthest away from meeting standard will be enrolled in a minimum of one semester of remediation. The remediation will include computer assistance and content teacher support on a weekly basis. Ongoing benchmark assessments will be used to progress monitor student growth.

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

B. *Response:* International Center for Leadership in Education's Rigor and Relevance Framework of Instruction; Learning Focused strategies have been two major components of MPMS's researched-based instructional strategies to improve student achievement.

Research sited:

- Effectiveness and Efficiency Framework – A Guide to Focusing Resources to Increase Student Performance;
<http://www.leadered.com/pdf/EE%20%20White%20Paper%20website%203.25.09.pdf>
- Achieving Academic Excellence through Rigor and Relevance; 2005;
[http://www.leadered.com/pdf/Academic Excellence.pdf](http://www.leadered.com/pdf/Academic%20Excellence.pdf)
- Common Core State Standards Initiative — Classroom Implications for 2014; August 2010;
<http://www.leadered.com/pdf/Common%20Core%20Standards%20Paper%20FINAL.pdf>

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

C. *Response:* We will increase the amount and quality of learning time by . . . (Before/After school, summer school, intensive daily tutoring, academic period scheduling)

MPMS has a bell schedule that allows daily instruction in all academic areas. MPMS has implemented reading in the content area as an academic subject.

2(d). Address the needs of all children, particularly targeted populations, and address how



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the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).

- *Response:*
- CCGPS and/or Georgia Performance Standards in all content areas for students in grades 6-8;
- Posting of the daily instructional standards in each classroom;
- Common planning time for grade level collaboration and professional learning communities;
- Test data disaggregated to identify areas of improvement by school leadership team and grade level teams;
- Ongoing professional learning on instructional programs/strategies that are scientifically researched-based (UDL/Best Practices, Response to Intervention (RTI), Accelerated Reader Program, Inclusion and standards-based classrooms/instruction);
- Classroom instruction will follow UDL/Best Practices where strategies in each lesson consists of a targeted standard and element, an essential question, an opening, a work period, and a closing that incorporates higher order thinking skills. Graphic organizers and word walls will be used pervasively throughout each subject.
- SRI probes administered three times per year for progress monitoring;
- Instructional Coach to assist teachers and administration with instruction and the overall operation of the instructional component of the school;
- Qualifying students receive instruction through Classworks' remediation in the areas of reading and math five times weekly; intensive daily intervention.
- Volunteer and Mentoring Program to support and advance student learning;
- After-school tutorial program to provide supplemental reading and math instruction to students in grades 6-8, in support with community agencies such as Thomasville Resource Center and the Boys/Girls Club, 21st Century;
- CRCT Summer School program for students in grade 8 who do not meet minimum grade-level standards in reading and math;
- ThinkGate to diagnose students' strengths and weaknesses and to provide opportunities for enrichment and/or remediation;
- Writing and reading competitions
- Young Georgia Author's Writing Competition
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***3. Instruction by highly qualified professional staff.**

Response:
 The faculty at MacIntyre Park Middle School values each child's differences academically, socially and culturally. We are dedicated to providing a learning environment that is developmentally appropriate and accommodating to all types of learners. High instructional expectations are set by the administration and monitored on a regular basis to ensure all students are receiving the rigor they deserve in the classroom.

- Non-Negotiable Practices for High Student Performance outline the expectations for all employees at MacIntyre Park middle School.
- All certified staff members meet the criteria of the highly qualified teacher under the No Child Left Behind (NCLB) Act of 2001. All teachers teach within their certified areas.
- All of MacIntyre Park Middle School's paraprofessionals are considered highly qualified under NCLB.
- Teachers and paraprofessionals participate in continuous improvement through graduate and professional development.
- A mentor teacher is assigned to all teachers new to the school.
- The instructional coach and New Teacher Mentor provide additional support to new teachers in enhancing their performance in the classrooms;
- The administration and instructional coach collaborate with all teachers to plan and evaluate instruction.

The Thomasville City School System provides instructional support to facilitate the implementation of the state's curriculum as well as training in strategies that are most effective in meeting the needs of diverse learners. MacIntyre Park Middle School continues to enjoy the reputation of having a family atmosphere feeling throughout its buildings.

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

A. *Response:* We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. At this time, MPMS only employs HQ teachers on staff. MPMS and TCS utilize *TeachGeorgia* and job fairs to recruit highly qualified staff members.

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

Response:
 A. We have included teachers, principals, paraprofessionals and, if appropriate, student services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs. For example . . . (Be specific)



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

The alignment of district and school goals enables Thomasville City Schools to provide professional learning designed to support school personnel with the effective implementation of the state's curriculum. Also, professional learning is provided to assist teachers with meeting the academic and social needs of their students. Professional learning includes the following critical areas:

- Response to Intervention (RTI), progress monitoring, standards-based classrooms, differentiated instruction, inclusion/co-teaching, Rigor and Relevance Framework and research based strategies;
- Twenty-first Century technology training i.e., SmartTVs and United Streaming;
- Collaboration with RESA to support the implementation of strategies in the School Improvement Plan;
- Positive Behavior Interventions and Support (PBIS) School-wide Discipline Plan;
- *Comprehension Toolkit* training for all ELA/Reading teachers and co-teachers to enhance and implement researched-based reading strategies in all ELA classrooms;
- Job embedded professional learning;
- Vertical and horizontal collaboration; and
- Disaggregation of test data with system's Test and Data Coordinator in order to identify areas of improvement.
- Faculty book study to allow teachers to share professional knowledge gained by reading professional books.
- Weekly professional learning sessions are facilitated by the instructional coach with all teachers.
- Monthly content areas meetings to address vertical and horizontal alignment of standards.
- Professional development consultant (Rigor & Depth of Knowledge)

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

All teachers at MPMS will participate in ongoing CCGPS training and will continue throughout the school year. Outside of school embedded training, teachers will also participate in training through RESA and GRLS during the school year. Additionally, PD360 will be used as a continuous professional development tool.

C. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. For example . . . (money, time, resources, instructional coaches)

MPMS addresses professional development of its teachers with the utmost priority. Title I money and school improvement money is used to provide the needed professional development of our staff.



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| *4. Professional development for staff to enable all children in the school |
| <p>D. We have included teachers in professional development activities regarding the use of academic assessments, differentiation and unit planning . . . to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways . . .</p> <p>MPMS teachers will continue utilize ThinkGate which is a tool to assist in the development of assessments and the collection of the data needed to drive instruction in the classroom. Other professional learning provided during the 2014-2015 school year will include UDL/Best Practice Strategies, Differentiation, Unit Planning and use of assessments. An instructional coach facilitates weekly professional learning, modeling, etc. to all teachers throughout the school year.</p> |

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| *5. Strategies to increase parental involvement. |
| <p><i>Response:</i></p> <p>A. We have involved parents in the planning, review, and improvement of the comprehensive schoolwide program plan by . . . inviting them to provide input via our website and during open houses throughout the year. Developing a Parent Teacher Organization (PTO). We have also invited parents to attend our school meetings on the design and development of our FLP.</p> <p>B. We have developed a parent involvement policy included in our appendices that</p> <ul style="list-style-type: none"> ➤ includes strategies to increase parental involvement (such as family literacy services ➤ describes how the school will provide individual student academic assessment results, including an interpretation of those results ➤ makes the comprehensive schoolwide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters) ➤ compacts required – include with policy ➤ Parent Involvement checklist included ➤ FLP Nights <p>At MacIntyre Park Middle School, we encourage a stakeholder family oriented environment. We recognize our parents as valuable contributors in improving student achievement. We focus on the following initiatives to strengthen the home – school relationship.</p> <ul style="list-style-type: none"> • Requiring parents to sign the <i>Home-School Compact</i> form indicating that all parties agree to student academic success for the current year; • Implementation of the school’s <i>Parent Involvement Policy</i> to increase parents’ awareness of the benefits of parental involvement in the school; • Hosting school-wide workshops on CCGPS and/or CCRPI and CRCT; • Providing opportunities for parents to participate in open houses, student assemblies, fundraisers, breakfasts/luncheons; • Utilizing the Parent Involvement Coordinator and school counselor between the |



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community and home to help parents obtain necessary information and resources when needed;

- Collaborating with local businesses to provide rewards and incentives for student accomplishments;
- Continuation of newsletters, progress reports, flyers, and home-school communicators to support communication between parents and school;
- Development of a parent/student handbook to be sent out at the beginning of the year that includes a calendar of events for the year and academic and non-academic information;
- Involvement of parents on the School's PTO.
- Encouragement of parents to register for online access to their child's grades via *PowerSchool's Parent Portal* option.
- Continually updating the MPMS school website to share pertinent information with all stakeholders.
- Parent Involvement Coordinator will survey stakeholders for interest/input and needs.
- Remind 101 Communication
- TCS Power Announcement

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

Response:

- A. Following are our plans for assisting preschool children in the transition from early childhood programs. Also included are transition plans for students entering middle school or high school and entering from private schools plus students entering our school throughout the school year . . .

N/A

*7. Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program.

Response:

Utilization of weekly grade-level meetings for all grade level members to monitor instruction and identify research-based strategies and interventions to meet the needs of students;

- Utilization of grade-level meetings to develop common formative assessments and analyze student work samples;
- Participation in the system-level development of common benchmark assessments for



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standards-based report cards in grades one and two.

- Grade level planning meetings are held to provide teachers with information on assessment results and to determine effectiveness.
- Benchmark assessments are ongoing throughout the year.
- Monthly content area meetings are held to provide opportunities for vertical alignment.
- An 'instructional calendar' is provided to all teachers during pre-planning which outlines the year's benchmarks and other instructional items.
- Student Learning Objectives

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

Response:

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

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

Response: Thomasville City Schools coordinate all programs in accordance with state, local and federal mandates. As a Title I school, MacIntyre Park Middle School receives additional funds to support student achievement to help meet the needs of students who do not meet or exceeds grade-level standards. Pupil services and programs are integrated and coordinated by:

- Hiring highly qualified teachers, paraprofessionals, literacy coach, Student Services Coordinator, ESOL/ELL teacher, and Parent Involvement Coordinator;
- Purchasing resources, supplies and materials to implement the school's instructional plan;
- Purchasing Twenty-First century technology to support instruction;
- Purchasing research-based technology to assist in the assessment of students and in the remediation of students (*Classworks*; student netbooks);
- Professional learning provided for all employees;

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

Response: Title I resources will be used in accordance to all state and federal regulations. Title I funds are budgeted annually to meet the needs of the students as established in the school improvement plan.



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8(c). Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.

Response:

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

Response:

- A. We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Those activities are . . . (Especially for those students who are struggling.)

Research-based strategies and reform models are necessary in order to meet the needs of at-risk students. In order to ensure that at-risk students are provided the support needed to meet proficient or advanced levels of achievement; MacIntyre Park Middle School utilizes the following:

- Flexible grouping based on student needs;
- Focus on Common Core Georgia Performance Standards;
- Response to Intervention (RTI) process for the identification and monitoring of at-risk students;
- Research-based assessments, i.e., SRI, *Classworks*; DRA (Diagnostic Reading Assessment)
- After-school tutorial program for students in grades 6-8 who did not meet minimum grade-level standards on the CRCT;
- Parent Workshops and Open Houses to help parents help their children reach academic potential;
- Research-based reading strategies as part of the implementation of the *Comprehension Toolkit* in all subject areas.
- During the school day bi-weekly intervention for identified students.

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

Response:

Regular benchmark and assessments are given in all classrooms to progress monitor students' academic growth.

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



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Response: Professional learning is carried out throughout the entire school year to equip staff with the tools necessary to assess student needs.

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

Response: All parent conferences should be conducted in such a way as to focus on academic achievement. Even if the conference is necessitated for other reasons, teachers are expected to connect the discussion to the student's current and future academic performance.

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

Response: Parent workshops are provided during the year to help parents interpret what the 'data' tells them about their child. Results of all standardized tests are sent home to the parents via the students.

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

Response: The collection and disaggregation of achievement data for students are addressed through the following methods:

- During pre-planning, grade-level teachers are given spring and summer CRCT data that contains the standardized and norm referenced testing results for each child in that particular grade level.
- State and local benchmarks are administered throughout the school year to monitor students' progress toward mastering the Georgia Performance Standards. Results of these assessments help teachers to meet the needs of their students and to adjust instruction as needed.
- Interpretation and analyze student data with school leadership team to determine academic strengths, weaknesses and needed areas of intervention and acceleration.



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

Response: Test Developers make provisions to ensure national, state, and/or research-based assessments are valid and reliable. Specific assessments include: CRCT, GAA, Georgia Writing Assessments (Grade 8), ACCESS for LEP (Limited English Proficient), SRI and state benchmark assessments.

Results of the assessments are analyzed at both school and system levels in order to identify strengths and weaknesses in the performance of our students. At the school level, teachers are guided through the practice of examining and analyzing assessment results in order to plan and adjust instruction.

13. Provisions for public reporting of disaggregated data.

Response: At MacIntyre Park Middle School, state test data is shared with the community and other stakeholders during CRCT Parent Workshop Night, School Council and there is a link on the system's website as well as the school's website to state reports regarding CCRPI Score / Rating. The results of the research-based assessments are also communicated through parent conferences, the School Improvement Plan (SIP), and written communication to parents.

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

Response: MacIntyre Park Middle School's Title I Plan was developed by the school's Leadership Team. The school-wide plan is reviewed and revised annually by teachers, administrators and parents. Revisions to the plan are based on continuous improvement initiatives as well as data collected throughout the school year. Sign-in sheets for revision meetings are on file in the Title I notebook.

15. Plan developed with the involvement of the community to be served and individuals who will carry out the plan including teachers, principals, other school staff, and pupil service personnel, parents and students (if secondary).

Response: MacIntyre Park Middle School's school leadership team is responsible for developing and implementing the Title I Plan. This team consists of administrators, teachers, and a school improvement specialist. The team is responsible for collecting and examining survey data from parents, students and community stakeholders, and teachers to develop annual goals, identifying strategies to achieve these goals, and incorporating evaluation components to monitor progress.



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

Response: MacIntyre Park Middle School's Title I Plan is made available to parents at the first Open House held annually during the first month of school. The plan can be accessed on the school's website throughout the year. Stakeholders can obtain a copy of the plan from school personnel or read the copy of the plan that is stationed in the main office at the school.

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

Response: English is the primary language of the significant percentage of students and parents at MacIntyre Park Middle School. However, in the future if the need arises, the school will provide translated communications, services and resources to students and parents with limited English proficiency. The ESOL teacher is available to assist with this process.

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

Response: MacIntyre Park Middle School's Title I Plan is subject to school Improvement Provisions of Section 1116. The school has continued to make progress as required by the *No Child Left Behind (NCLB) Act of 2001 and now the ESEA Accountability*. As a result, MacIntyre Park Middle School came off the state's *Needs Improvement List* in 2009 but is now considered a Focus School due to the achievement gap between the white subgroup and the SWD subgroup.