

J. R. Trippe Middle School
Título I School Improvement Plan
2016-
2017



Revised 21/09/15, 05/08/16

o Comprehensive Needs del EEUU Assessment:

La following outlines the process for completing a comprehensive needs assessment for J. R. Trippe Middle School. School de wí datos

collected during the 2015-2016 school year was used to assess student achievement in relation to the state academic content standards for all students and student demographic populations. The school improvement plan was developed with the involvement of school staff, design team, and school governance council.

Data Collection from 2015 -2016

- Student data (local formative assessments) READ 180 & MATH 180
- School data (grades, performance metrics, self-assessments)
- Classroom Observations (specific strategies to be observed)
- State assessment data (Measures & SLOs)
- Parent Surveys, Staff & Student Surveys

Explanation of Data

- The design team collects and analyzes data and conveys findings to faculty and staff members.
- All faculty and staff are provided the opportunity to develop strategies for the school improvement plan.
- School improvement plans are written and approved by the design team, faculty, and school council.

Identification of School Targets and Strategies

The school improvement plan contains strategies which target specific needs of the school in order to improve student achievement. The plan includes:

- English Language Arts (Grades 6-8)
- Mathematics (Grades 6-8)
- Writing (Grades 6-8)
- Ensure rigor in all content areas

Strategies for school targets

Provide additional learning time for students through FLP math instruction (iLearn) during connections for students identified by Federal Risk

Order.

- Use the six elements of mathematics to be effective in instruction.
- Provide additional reading instruction for lowest-achieving students and those at-risk of not meeting state standards through READ 180.
- Adjust and implement a system-wide writing plan to address weaknesses indicated by GMAS assessment data.
Teachers will receive additional training based on surveys and training by consultants.
- Use of Math Language Development (MLD) in English Language Arts classes daily
- Progress Monitoring students using (SRI) math (iLearn).
- Continue implementation of GADOE-approved PBes address discipline and attendance

Professional Learning

- Professional Learning communities will serve as a vehicle for teacher collaboration during the implementation of strategies in the classroom.
- Educate, FIP and the traditional ES platform will provide job embedded professional learning.
- Teachers will share and analyze student work samples through PLCs collaboration.
- STRiving Readers Grant training and professional development focused on literacy in all core academic areas.

- Central/School level leadership will provide training and resources for teachers as needed a nclude de profesion loídonng para P no Engunagestión unnd Dfferentated en tructi deson.

Evaluación de Implementación

- Pre and post data results on common assessments, benchmarks y universal screeners.
- Walkthroughs y observaciones de implementación
- Professional Learning Community compliance collaboration y documentación
- State action dashboard (Milestones)

2. School-wide reform strategies: The following identifies school-wide reform strategies that provide opportunities for all children to become proficient or distinguished in the Georgia Milestones Assessment in core academic area. All strategies used are effective methods y instrucción que are research-based. El strategies sealómo son consensada with state, system, unnd school improvement plans. The Design Team en J. R. Trappe Middle evaluates la implementación de schoolwide reform strategies a disuadirme si student necesita unne conocido.

Strategies/Intervenciones	Evaluación de Impacto en Student Learning
Teachers will participate in Professional Learning Communities for disseminating research based strategies and to provide a forum for teachers to share work to provide student achievement y mejor prácticas. Teachers will have access a online professional learning through Edviate, Florida TKES platform.	Pre and Post Tests, Student Work, Classroom Assessments, Standardized test results
Teachers will offer academic tutoring después escuela study skills, almuerzo unnd learn para remedial cr habilidades.	Pre and Post Tests, Student Work, Classroom Assessments, Standardized test results
All teachers as they continue el co-teaching model Special Education.	Pre and Post Tests, Student Work, Classroom Assessments, Standardized test results
Effectively use available technology para instrucción en todos académicos áreas.	Pre and Post Tests, Student Work, Classroom Assessments, Standardized test results

<p>Administer pre y post pruebas en clases a monitor esos de progr de estu dnts. Analyze data y implement strategies para improving estudiante performance.</p>	<p>Pre o Post tests T, dent deu St trabajo, Clunssroom Assessments, Standarexerisis prueba datos P r ess degro Reports, serchma kr S cores, Report Caid grdes</p>
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<p>Teir le revver una dn revise liendres u añadirress a sreun de estudiantes needs basado en en todos sirvenunble datos dsuing our needs del EEUU sssessment study.</p>	<p>Pre o Post tests T, dent deu St trabajo, Clunssroom Assessments, Standarexerisis prueba datos, curriculum munpping/punmarcado guidoes revisions.</p>
<p>Math enseñarers wenfermo utilizar tél seis elements de un effective math hijo de les during instrucción como ll como Numquer ks Tunl a encrease ma ht unpttude.</p>	<p>Pre o Post tests T, dent deu St trabajo, Clunssroom Assessments, Standarexerisis prueba datos, constiucted responses</p>
<p>Plan, mplement una dn b ema dem de syst wrescrito plan agregarress weaknesses indicando SAed por the Geogia MilesCEn Assessment..</p>	<p>Pre un od Post Tests, dent deu St trabajo, Clunssroom Assessments, Standarexerisis prueba datos</p>
<p>ELL students un er provded unidades de oppot a master la grade nivel curriculum por el following stragiese:</p> <ul style="list-style-type: none"> • P r ovide en-servce on straegies a k wo con ELL students. • P r ovide ELL support through empuje- model during tienda de con nstructional time (PAraprde ssionalse, certificados teacs her & ELL teacher). • Utilizar un sistives CE, thg, nolo y a ssist ELL stde studen. 	<p>Unidad/lección plan de revisars, WAPT una dn A CCESS scores pre /post dunata.</p>

<p>Parents of ELL students will be provided support with the following strategies:</p> <ul style="list-style-type: none"> • Make translators available to parents and students as needed. • Provide home school correspondence in the students' native language. • Support and involve limited English speaking parents as a partner in their child's education. 	<p>Unit/lesson plans, course schedule of ELLs, conferences with ESOL coordinator to ensure success in reformative assessments.</p>
<p>Implement the following strategies to improve education opportunities for SWD:</p> <ul style="list-style-type: none"> • Work with new RTI Coordinator to ensure the SST process is timely and effective. • Continue with Response to Intervention to meet needs of SWD students. • Translators • GADOE PBES implementation with fidelity 	<p>More Reports Counseling & Intervention Function Behavior Assessments</p>
<p>Implement and monitor the RTI in JRT schools in the system.</p>	<p>Observations Benchmark Test results Standardized Test Scores</p>

<p>Utilize Special Ed School Improvement Specialist to implement the Georgia Standards of Excellence (GSE) and develop appropriate lesson plans for Students with disabilities in the co-teaching model</p>	<p>Observations Benchmark Test results of results of Srexisis Test Scores Report Card Grades Benchmark Scores Report</p>
<p>Provide the following in compliance with state and federal laws and regulations concerning students with disabilities:</p> <ul style="list-style-type: none"> • Reports submitted in a timely manner • Data Registering of all students • 60 day Timeline for completion 	<p>FT E Reports Timeline Logs Special Ed. system Profile</p>
<p>Monitor technology:</p> <ul style="list-style-type: none"> • Continue to upgrade of computer/laptops • Update software programs • Begin to develop on classroom tech centers 	<p>Syllabi, Lesson plans, Computer use data Increase in student learning through line of programs Aligned with GSE</p>

Increase student use of computers by supporting teachers knowledge of instructional use, such as Google Docs , to prepare students for college unadn crear .	S yllabi, Hijo le Plans, Gin de Lo una dn submissen de uctionde instr proyectos en le de Googdocs
S tuden who qualify participene en n enriched unacademic curriculum a través de t Gfited progrunm unnd Accelneumáticas Clariculum Edugatoien (ACE).	P r e-Post Tests, abolladura deu St trabajo, classroom comosessmentos, S tandarexeresis prueba dunata
Implello y monito student mentornng program de a r kes students. Dent deude Each st will ser unassigned a una teacher o commONUty ntor me. At risk students will unltan receive group nterventons by teunacher using S segundotep Program.	P r e-Post Tests, S dent deu trabajo, Clunssroom Assessments, Standarexeresis datos, la prueba attendance, b sus dee ref deerrals.
C oordinate un transción program for eighth graders a successfully adaptar rigores de o t de alta school thunt nclude: <ul style="list-style-type: none"> o G u me dance from counselors for r e t gesrenen the hgh school () (studentnd padre) y abrir house tepcomng nth graders. o Ninth grado orientaen o H igh school visse a CTAE carneros prog with advsello nd nformaten college y carrera choeces nd pathways. o Mddle y high school counselors hunave advisement s essionssombbrero enclude nFormateeen grad de ut abouation requirements. o C ollege nd Career Connections teunacher en mddle school a explore possble pathwuna sy durng hgh school. 	S urveys de ts pren y en del perno prisionero en éxito a sreun nestatua destions para improvement. Repot Caid grdes B enchma kr scores, ess degr Pro r eports

Oferta computer tecnologíagy couiser para miniciales escuela Pre-Post Tests, students que nclude estado tecnologíagy standards y sdent deTE Stu trabajo, standards.

Classroom Assessments,
S tandarexeresis prueba datos

3. enstruction by Hghly Qualified técsus:

V me dalia Cty Schools desarrollar nd monto a system-wde equity plun que guarantees equ,t, y uncess ts t followng :

- o hghly qualified tmaestross,
- o experencednd successful,
- o clun ss size,
- o Profesor tranng a satisfacer diver es students,
- o mentores new staff y o struggling staff,

- 100% de maestros en J. R. Trppe Mddle School unre hghly qualfed fo escuela año 2016-2017.

Técella y paraprofessionunls unre provded tél oportunt y resnuestrs esc a become highly qualifed en theredero tcada ng feld. T followng nterventons will ser used:

- Ad avis técélrs en un regular bass regunrdng coursework y GACE necesita a become highly qualified
- Provide fancial sucuantificar y repartir para ams de GACE ex
- Montor placement n téchnng ssignments

S strategies en untractuar Holaghighly qualified teachers high- neescuelas días:

V me dalia Cty Schools recruts unnd hres hghly quunalfed téchers y paraprofessenunls de usngi tfollowing strategies :

- CONTnue ase onlne aplicación process
- Montor all nueva hres para HQ status
- PRomote job frs para recruitment

5. High-calidad una dn ongong profesdel develsarrollo:

V me dalia City Schools offers high-quality and ongoing professional development for teachers, administrators, and paraprofessionals to enable all children at J. R. Trppe Mddle Scho lo para cumplir con unachevement stundards. Professional learning opportunities will be provided as instructional needs are identified. The following indicates professional l ganarnng oportunties for teunchers, admnstrator es, y paraprofessenunls:

- EFFEctive Professional learnng commntes
- SAFE y drogas libre educatonunal environments
- Georgia Standards del EEUU de Excellence
- Professpor development n cmineralcunadilataciónemilegrado sonun a unddress curriculum munppng, potencia standards, rignonos m-daily work y

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- Csala de lculo Management
- EFFEctive TeCAhng Practices

- Academic model for writing with a focus on executive responses
- Smex Elements of an Effective Math Classroom
- Standards Based Classroom
- Nocturnal Talks
- Differentiated Instruction
- Teaching, RTI y PBes
- Paraprofessional Training Special Education
- Data Analysis of Assessment Student Data
- Prolonged and Repair Resources
- Reading, mathematics, Science y Social Studies consultants a un vestido de ropa, rigo y com masses de hombres
- FIP, Edivate y los conocimientos tradicionales ES

6. Parental involvement:

Vermont City Schools offers many opportunities for parents to promote involvement in the school system. The following strategies and opportunities which increase parental involvement:

- Provide training and resources to parents in conferences & in parent concerns throughout the year.
- Share student and school data with parents through conferencing and correspondence.
- Schedule and promote parent conferences during the school year.
- Offer opportunities for parents to provide their child's teachers at home.
- For example, establish a dinner session for parents.
- School Governance Council meets quarterly on school-wide decisions
- Progress Reports are sent to parents every 4 ½ weeks
- Provide an interpretation and description of individual assessment results via parental letter and parent conferences

7. N/A

8. Measurements include teachers in decisions of the EEUU regarding the use of academic assessment tools:

J. R. Trappe Middle School defers opportunities to include teachers in the decision-making process. The School's Design team meets to analyze student data, disseminates a grade level team of brasas and next s didácticos de acreditada with consensus of faculty.

Grade level teams analyze data provided by design team representatives and develop strategies and/or interventions to include in the school improvement plan. The following are examples of how teachers implement data-driven decisions to improve overall instructional program.

- Conduct relevant formal & informal data analysis to establish instructional priorities and school improvement activities using SRI data and individual data.
- Revise/principal team sequential curriculum/market guides
- Refine units in language arts, mathematics, science and social studies to align to GSE standards.
- Tor de Mon y una instrucción a asegurar a los estudiantes' needs met through ser Arca denchm y states PYMEs.

- PROVIDE extended learning time and clusters differentiated instruction to address weak students as noted by standardized and common local assessments.
- CONTINUE utilization of OAS as preparation for state assessments.
- Implement RTI with fidelity.

9. Coordination and integration of federal, state, and local services and programs:

J. R. TRape Middle School coordinates with various agencies provide services for students and teachers. Funding from Title I and other resources will be coordinated to provide the various needs. The following are examples of services provided for students at middle school:

- Safe and Sound Schools
- Reading Education program
- Special Education program
- Pyramid of Intervention
- School of the Nations United Way program
- DFAS
- Family Connection of Co
- Department of Juvenile Justice
- Local judicial system
- Title I programs
- Migrant Education
- Educational Rights of Students in Homeless Situations

10. A safe stance for struggling students in the US:

J. R. TRape Middle School offers effective, timely assistance for struggling students as well as those determined to be most at risk of not meeting the state's standard. Students are identified at the end of each school year based on their achievement data and class performance. If students are identified during the previous school year and are placed in intervention programs that do not result in improvement by the end of the school year, they are then placed in a more intensive intervention program. Through this process, students are identified if they are not making progress. The following are examples of programs and interventions to promote academic success:

- Reading programs and remedial classes (READ 180)
- PROJECT Achievement success connections
- Progress monitoring for struggling students in reading and math (SRI & iLearn)

11. Communication of assessment results and interpretation to parents

J. R. TRape Middle School provides individual student assessment results and interpretation to parents. Locally created benchmark assessments, which are given each grading period prior to milestones, are provided to

parents and students can access conferences or progress reports. Parents will have access to the student progress grades in the parent portal at any time.

Assessment results and interpretations will be shared with parents as soon as possible. Teachers, principals, or administrators explain assessment results to any parents needing additional assistance. Assessment results will continue to be shared in an appropriate time frame to inform parents and work together for the benefit of the student.

12. Provisions for the collection and disaggregation of student achievement data

- Teachers and administrators will collect assessment data. A data management system has been implemented through SRI and iLearn.
- State assessment data is mailed or sent through the D. O. E. portal.
- Teachers meet with administrators to disaggregate the data. Using Professional Learning Communities (PLCs), teachers investigate research-based strategies to improve weak areas and share best practices and resources.
- The faculty and administration examine the data throughout the year and adjust instruction to meet student needs.

13. Provisions for the collection and disaggregation of student achievement data

Virginia City School's assessment results are valid and reliable because the assessments used are research based. State assessment data is provided at the state level.

14. Provisions for public reporting of assessment data

Virginia City Schools provide disaggregated data through local board of education meetings, school websites, school governance council meetings, and media announcements.

15. Development of Title I School Improvement Plan

The Title I School Improvement Plan is updated annually with the involvement of Title I School Improvement Specialist, principals, teachers, parents and community members. The plan is carried out by those identified within the plan.

16. Availability of Title I School Improvement Plan

J. R. Roper Middle School's Title I School Improvement Plan is available to the LEA, parents, and community stakeholders through the School Governance Council and the school website.