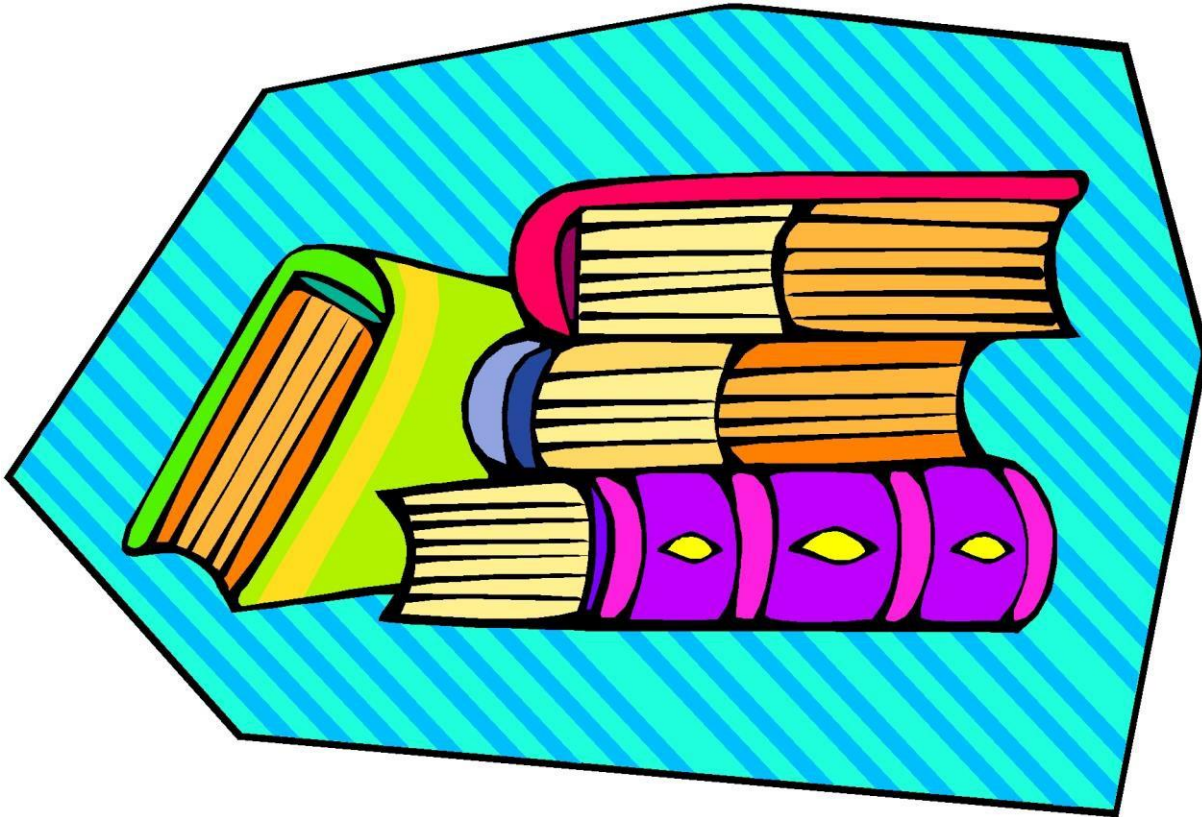


J. R. Trippe Middle School

Title I School-wide Program Plan



2015-2016

1. Comprehensive Needs Assessment: The following outlines the process for completing a comprehensive needs assessment for J. R. Trippe Middle School. School wide data collected during the 2012-2013 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 is developed with the involvement of school staff, design team, and school council.

Data Collection

1. Student pre and/or post test data (local formative assessments) READ 180 & MATH 180
2. Classroom data (grades, performance tasks, self-assessments)
3. Classroom Observations (specific strategies to be observed)
4. State assessment data (Milestones & SLOs)
5. Parent Surveys

Examination of Data

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

Identification of School Targets and Strategies

1. The school improvement plan contains strategies which target specific needs or areas of improvement for the school.
2. Targets for J. R. Trippe Middle School
 - a. English Language Arts (Grades 6-8)
 - b. Mathematics (Grades 6-8)
 - c. Writing (Grades 6-8)
3. Strategies for school targets
 - a. Provide additional learning time for students through FLP math instruction (MATH 180) during connections for lowest-achieving students and those at-risk of not meeting state standards.
 - b. Provide additional reading instruction for lowest-achieving students and those at-risk of not meeting state standards through READ 180.
 - c. Use the six elements of an effective math lesson during instruction.
 - d. Adjust and implement a system wide writing plan to address weaknesses as indicated by the state writing assessment data. Teachers will be given additional training based on surveys and training by consultants from RESA.
 - f. Use of Mountain Language and or DLR in all English Language Arts classes daily
 - g. Progress Monitoring of students in reading (NWEA) and math (MAP).
 - h. Continue implementation of state approved PBIS to address discipline and attendance

Professional Learning

1. Professional learning communities will serve as a vehicle for teacher collaboration during the implementation of strategies in classroom.
2. Edviate, FIP and TKES platform will provide online professional learning.
3. Teachers will share and analyze student work samples during their collaborative time.

4. Striving Readers Grant training on technology and literacy strategies.
5. School Improvement Specialist will provide training and resources for teachers as needed to include professional learning for Parent Engagement and Differentiated Instruction.

Evaluating Implementation Plan

1. Pre and/or post data results
2. Walkthroughs and observations of implementation
3. Professional learning community meeting documentation
4. State assessment data (Milestones, SLOs)

2. School-wide reform strategies: The following identifies school-wide reform strategies that provide opportunities for all children to meet or exceed the state standards. Strategies used include effective methods and instruction that are research-based. The strategies below are consistent with the state, system, and school improvement plans. The Design Team at J. R. Trippe Middle evaluates the implementation of schoolwide reform strategies to determine if student needs are met.

Strategies/Interventions	Evaluation of Impact on 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 prove student achievement and best practices. Teachers will also have access to online professional learning through Edivate, FIP and TKES platform.	Pre and/or Post Tests, Student Work, Classroom Assessments, Standardized test data
Teachers will offer academic tutoring after school, study skills, lunch and learn for remediation on critical skills.	Pre and/or Post Tests, Student Work, Classroom Assessments, Standardized test data
All subject areas will continue the inclusion model for Special Education. (grouping strategies)	Pre and/or Post Tests, Student Work, Classroom Assessments, Standardized test data
Effectively utilize available technology for instruction in all academic areas.	Pre and/or Post Tests, Student Work, Classroom Assessments, Standardized test data
Administer pre and post testing in classes to monitor progress of students. Analyze data and implement strategies for improving student performance.	Pre and/or Post Tests, Student Work, Classroom Assessments, Standardized test data Progress Reports, Benchmark Scores, Report Card grades

<p>Teachers will review and revise units to address areas of students' needs based on all available data during our needs assessment study.</p>	<p>Pre and/or Post Tests, Student Work, Classroom Assessments, Standardized test data</p>
<p>Math teachers will use the six elements of an effective math lesson during instruction.</p>	<p>Pre and/or Post Tests, Student Work, Classroom Assessments, Standardized test data</p>
<p>Plan and implement a system wide writing plan to address weaknesses as indicated by the state writing assessment data.</p>	<p>Pre and/or Post Tests, Student Work, Classroom Assessments, Standardized test data</p>
<p>ELL students are provided opportunities to master the grade level curriculum by the following strategies:</p> <ul style="list-style-type: none"> • Provide in-service on strategies to work with ELL students. • Provide ELL support through push-in model during content instructional time (paras and certified teachers). • Utilize assistive technology to assist ELL students. 	<p>Unit/lesson plan reviews, course schedules Increase in number of students served in gifted</p>
<p>Parents of ELL students are provided support with the following strategies:</p> <ul style="list-style-type: none"> • Make translators available to parent 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 plan reviews, course schedules Increase in number of students served in gifted and AP courses each year.</p>
<p>Implement the following strategies to improve education opportunities for SWD:</p> <ul style="list-style-type: none"> • Revise the SST Process • Implement a Pyramid of Intervention plan • Translators • Behavior teams for behavior management developed at each school. • PBIS implementation 	<p>Anecdotal Data, (i.e. Functional Behavior Analyses) Discipline Reports Counseling & Intervention by counselors</p>
<p>Implement and monitor the Pyramid of Interventions (RTI) at JRT schools within the system.</p>	<p>Observations Benchmark Test Results Standardized Test Scores</p>

<p>Utilize Special Ed School Improvement Specialist to implement the GPS and develop appropriate lesson plans for Students with Disabilities in the inclusion setting</p>	<p>Observations Benchmark Test Results Standardized Test Scores Report Card Grades Benchmark Scores Report Card Grades Progress 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 Log consisting of all components ▪ 60 Day Timeline Calendar 	<p>FTE Reports Timeline Logs Special Education System Profile</p>
<p>Integrate technology use by expanding the number of :</p> <ul style="list-style-type: none"> ▪ Upgraded networked stations ▪ Wireless labs, and other newly developed technological devices ▪ New software programs ▪ Interactive boards 	<p>Syllabi, Lesson plan, computer lab log sheets Increase in student assessment data</p>
<p>Integrate technology use with instruction supporting teachers knowledge through professional learning.</p>	<p>Syllabi, Lesson plan, computer lab log sheets Increase in student assessment data</p>
<p>Students who qualify participate in an enriched academic curriculum through the leap program. (Gifted program)</p>	<p>Pre-Post Tests, Student Work, Classroom Assessments, Standardized test data</p>
<p>Implement and monitor a student mentoring program for at risk students. Each student will be assigned to a teacher or community mentor.</p>	<p>Pre-Post Tests, Student Work, Classroom Assessments, Standardized test data</p>
<p>Coordinate a transition program for 9th graders to successfully adapt to rigors of high school that include:</p> <ul style="list-style-type: none"> ▪ Guidance from counselors for 9th grade registration (student and parent) ▪ Open house for upcoming 9th grade students ▪ 9th grade orientation ▪ Career and Technical teachers visit 8th grade to share information about career choices and pathways. ▪ Middle and high school counselors have advisement sessions that include information about graduation requirements. 	<p>Surveys of parents and students on successful areas and suggestions for improvement. Report Card grades Benchmark scores, Progress reports</p>

Offer computer technology courses for middle school that include state technology standards and ISTE standards.	Pre-Post Tests, students Student Work, Classroom Assessments, Standardized test data
---	--

3. Instruction by Highly Qualified Teachers:

Vidalia City Schools develop and monitor a system-wide equity plan that guarantees equity access to the following:

- highly qualified teachers,
- experienced and successful,
- class size,
- teacher training to meet diverse students,
- mentors for new staff and /or struggling staff,
- 100% of teachers at J.R. Trippe Middle School are highly qualified for school year 2015-2016..

Teachers and paraprofessionals are provided the opportunity and resources to become highly qualified in their teaching field. The following interventions will be used:

- Advise teachers on a regular basis regarding coursework and GACE needs to become highly qualified.
- Provide financial support for GACE exams
- Monitor placement in teaching assignments

Strategies to attract highly qualified teachers to high-need schools:

Vidalia City Schools recruits and hires highly qualified teachers and paraprofessionals by using the following strategies:

- Continue to use online application process
- Monitor all new hires for HiQ status
- Promote job fairs for recruitment

5. High-Quality and ongoing professional development:

Vidalia City Schools offers high-quality and ongoing professional development for teachers, administrators, and paraprofessionals to enable all children at J. R. Trippe Middle School to meet achievement standards. Professional learning opportunities will be provided as instructional needs are identified. The following indicates professional learning opportunities for teachers, administrators, and paraprofessionals:

- Professional learning communities
- Safe and drug free educational environments
- Georgia Performance Standards
- Lexile training, writing training, gifted endorsements
- Classroom Management
- Effective Teaching Practices
- K-12 Writing Plan

- Six Elements of an Effective Math Class
- Standards Based Classrooms
- Balanced Assessment
- Differentiated Instruction
- Six Steps of Effective Vocabulary Instruction
- Inclusion/Co-teaching
- Response to Intervention (RTI)
- Paraprofessional trainings for Special Education
- Data analysis training for diagnostic testing
- Parent Engagement
- Parent Resources
- State Approved PBIS (Positive Behavior Intervention Support)
- Poverty Training
- Reading and Math Consultants for READ & MATH 180
- On line professional learning using Edivate, FIP and TKES platform.

6. Parental Involvement: Vidalia City Schools offers many opportunities which promote parent involvement at the system and school level. The following are strategies and/or opportunities which increase parent awareness and involvement:

- Provide training and resources to parents in conferences, parent night meetings on how to help their child at home.
- 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 meet their child's teachers through an open house.
- Registration and advisement session for parents.
- School Governance Council meets at least quarterly to make school-wide decisions
- Progress Reports are sent to parents every 4 ½ weeks
- Provide an interpretation and description of individual assessment results via parent letter and parent conferences

7. N/A

8. Measures to include teachers in decisions regarding the use of academic assessments:

J. R. Trippe Middle School offers opportunities that include teachers in the decision making process. The School's Design Team meets to analyze student data and then disseminates to grade level team members.

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 the overall instructional program.

- Conduct relevant formal/informal data analysis to establish instructional priorities and school improvement activities using NWEA & Measures of Academic Progress pre/post test data.
- Revise/maintain sequential curriculum maps
- Refine units in language arts, mathematics, science and social studies

- Monitor at risk targeted students through state and local assessments.
- Provide differentiated instruction for students not mastering assessed standards by grading period
- Implement state assessment preparation through OAS.
- Implement Pyramid of Intervention for all students making referrals to tiers as needed.

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

J. R. Trippe Middle School coordinates with various agencies to 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 the middle school:

- Safe and Drug Free Schools
- Remedial Education Program
- Special Education Program
- Pyramid of Intervention
- School lunch program
- DFACS
- Family Connection
- Department of Juvenile Justice
- Local judicial system
- Title I program
- Migrant Education
- Educational Rights of Students in Homeless Situations

10. Assistance for struggling students:

J. R. Trippe Middle School offers effective, timely assistance for struggling students as well as those determined to be most at risk for not meeting the state's standards. Students are identified at the end of each school year based on their achievement data and class performance. These students are identified during the previous school year and are placed in intervention programs at the beginning of the following school year in order to provide effective assistance in a timely manner. Throughout the school, student are continually assessed and identified if not making progress. The following are examples of programs and/ interventions to promote academic success:

- Reading programs in remedial classes (READ 180))
- Project Achievement during connections
- Continue drill and practice in all math classes.
- Progress monitoring for all students in reading and math
- Math 180
- Odyssey through Compass Learning

11. Student assessment results and interpretation to parents

J. R. Trippe 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 during parent teacher conferences or progress reports. Parents will have access to the parent portal for retrieving and view student progress grades at any time.

Milestones assessment data results and interpretations will be given to parents as soon as the results become available.. Teachers, counselors, or administrators explain assessment results to any parent needing additional assistance. Local assessment data results will continue to be shared in an appropriate time frame to inform parents and to work together for the benefit of the student.

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

- Teachers and administration will collect assessment data. Locally created benchmark assessments are available through NWEA website for MAP data.
- State assessment data is mailed or sent through the D. O. E. portal.
- The teachers meet with administration to disaggregate the data.
- During Professional Learning Communities (PLC's), teachers investigate research-based strategies to improve weak areas and to share activities and resources.
- The teachers and administration examine data throughout the year and adjust instruction to meet student needs.

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

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

14. Provisions for public reporting of disaggregated data

Vidalia City Schools provide disaggregated data through local board of education meetings, school web-sites, school 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, teacher, parents, and community members through school council and parent meetings. The plan is carried out by those identified within the plan.

16. Availability of Title I School Improvement Plan

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

17. Foreign Language translation of Title I School Improvement Plan

Vidalia City Schools contracts with certified translators to translate the plan to those parents who speak a different language as their primary language..

18. J. R. Trippe Middle School's Title I School Improvement Plan is subject to the school improvement provisions of Section 1116.