# SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE

<table>
<thead>
<tr>
<th>School Name: Midway Middle School</th>
<th>District Name: Liberty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Name: Debra B. Frazier</td>
<td>School Year: 2014-15</td>
</tr>
<tr>
<td>School Mailing Address: 425 Edgewater Drive Midway, GA 31320</td>
<td>Revised/Corrected 08/2014</td>
</tr>
<tr>
<td>Telephone: 912-884-6677</td>
<td></td>
</tr>
<tr>
<td>District Title One Director/Coordinator Name: Stephanie Clark</td>
<td></td>
</tr>
<tr>
<td>District Title One Director/Coordinator Mailing Address: 200 Bradwell Street Hinesville, GA 31313</td>
<td></td>
</tr>
<tr>
<td>Email Address: <a href="mailto:sclark@liberty.k12.ga.us">sclark@liberty.k12.ga.us</a></td>
<td></td>
</tr>
<tr>
<td>Telephone: 876-4854</td>
<td></td>
</tr>
</tbody>
</table>

## ESEA WAIVER ACCOUNTABILITY STATUS

(Check all boxes that apply and provide additional information if requested.)

- **Priority School**
- **Focus School**
- **Title I Alert School**

<table>
<thead>
<tr>
<th>Subject Alert</th>
<th>List Subject(s)</th>
<th>Sub-Group Alert</th>
<th>List Subgroup(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Alert</td>
<td>List Subgroup(s)</td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Principal’s Signature:</th>
<th>Date:</th>
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</thead>
<tbody>
<tr>
<td>Title I Director’s Signature:</td>
<td>Date:</td>
</tr>
<tr>
<td>Superintendent’s Signature:</td>
<td>Date:</td>
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</tbody>
</table>

Revision Date: 10/31/2014  
Revision Date:  
Revision Date:
Schoolwide/School Improvement Plan (SWP/SIP) Template Instructions

Notes:

- Elementary and Secondary Education Act of 1965 (ESEA) Section 1114 (b) (1) requires a Title I schoolwide program plan to contain the ten components listed on this template as well as related measurable goals and strategies for implementation. The asterisk (*) denotes required components as set forth in section 1114 of ESEA.

- While there are eighteen components, all ten required components of a Title I Schoolwide Program Plan (marked in this template with an asterisk) *must* be addressed. Response starters are provided in this template to guide the planning team/committee in the process of completing the schoolwide section of the plan.

- Complete the schoolwide plan (SWP) and school improvement plan (SIP) checklists. All components/elements marked as not met need additional development.

- Please list your planning committee members on the next page along with signatures of participating team members. This team must include stakeholder involvement (parents of Title I students, community representatives, teachers, administrators, etc.). Note: The planning team *must* involve parents in the planning process. See section 1114 (b)(2)(B)(ii) Plan Development which states: The comprehensive plan shall be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school.

- Attach the SIP as an addendum to the template. See the Georgia Department of Education School Improvement Fieldbook for guidance and instructions on completing a school improvement plan [http://www.doe.k12.ga.us/School-Improvement/School-Improvement-Services/Documents/School%20Improvement%20Fieldbook%202012-2013.pdf](http://www.doe.k12.ga.us/School-Improvement/School-Improvement-Services/Documents/School%20Improvement%20Fieldbook%202012-2013.pdf).
Title I Schoolwide/School Improvement Plan

Planning Committee Members:

<table>
<thead>
<tr>
<th>NAME</th>
<th>MEMBER’S SIGNATURE</th>
<th>POSITION/ROLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Debra B. Frazier</td>
<td></td>
<td>Principal/Chairperson</td>
</tr>
<tr>
<td>Kevin VanHouten</td>
<td></td>
<td>Assistant Principal/Vice Chairperson</td>
</tr>
<tr>
<td>Patricia Stokes</td>
<td></td>
<td>Academic Coach</td>
</tr>
<tr>
<td>Cristina Dover</td>
<td></td>
<td>Media Specialist</td>
</tr>
<tr>
<td>Pamela Brown</td>
<td></td>
<td>Parent</td>
</tr>
<tr>
<td>Kenneth Heath</td>
<td></td>
<td>Parent</td>
</tr>
<tr>
<td>Debra Kelso</td>
<td></td>
<td>Guidance Counselor</td>
</tr>
<tr>
<td>Glenda Layton</td>
<td></td>
<td>ELA Dept Head/ELA Teacher</td>
</tr>
<tr>
<td>Melinda Joy Kennedy</td>
<td></td>
<td>Math Dept Head/Math Teacher</td>
</tr>
<tr>
<td>Alvin Jackson</td>
<td></td>
<td>Social Studies Dept Head/Social Studies Teacher</td>
</tr>
<tr>
<td>Susan Croon</td>
<td></td>
<td>Science Dept Head/Science Teacher</td>
</tr>
<tr>
<td>Shannon McFadden</td>
<td></td>
<td>Dept Head/Business Teacher</td>
</tr>
</tbody>
</table>
## SWP Components

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

**Response:**

A. In order to develop a comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement, the faculty at MMS actively participates in the decision making process regarding academics and the development of assessments. Content /Subject area teachers meet monthly to discuss areas of strength(s) and weakness (es). The leadership team meets monthly to discuss areas of concern and to develop strategies to improve overall. Grade levels, teams, and subject area teachers collaborate on a monthly basis to discuss academic concerns, behavioral interventions, and to develop school wide initiatives. The School Wide test data, along with benchmark assessments are analyzed to determine staff development opportunities.

B. We have used the following instruments, procedures, or processes to obtain this information:

- **The SAI Standards Assessment Inventory.** All staff members are afforded the opportunity to participate in the SAI. The academic coach coordinates the inventory by using a checklist to ensure that all stakeholders participate. The identified needs are ranked and shared with the leadership team and with all content areas in departmental meetings. The Five areas of concern are then presented for improvement in our comprehensive school improvement plan. All teachers participated in the standards assessment inventory. This survey reveals the four areas with the highest weights for consideration in planning for staff development. (June 2013).

- **Benchmark assessments are administered to also guide instruction at Midway Middle School.** Benchmarks are developed by our central office curriculum department. These assessments are administered during a scheduled block. The data gathered by the academic coach and the core area teacher serves as a guide in determining mastery of standards. Students that fail to master set standards are identified and offered remediation. Remediation is offered during the instructional day, after school, and in Saturday sessions.

- **Teachers collaborate in departmental meetings to develop effective strategies to re-teach content.** Response to Intervention (RTI) has been implemented to ensure the success of all students. Student’s classroom performance, probing data and standardized test data are all considered before a student is place in RTI. In our monthly team meetings, students who are experiencing academic difficulties are identified. Administrators, and guidance counselors, collaborate to implement strategies to assist the students in Tier II. Tier II interventions are implemented along with progress monitoring until the next scheduled meeting. Interventions continue until the student begins to experience success or until the Student Support Team level is necessary. The SST coordinator meets with individual teams to continue to follow the student to the next level with interventions or referral for testing.

C. The needs of migrant children *are/will be* taken into account. Migrant children are identified through the use of the Occupational Survey at the time of registration. The system liaison makes contact with each migrant family to determine case-by-case needs. Migrant students are then evaluated academically just as other students in the school system are to determine academic needs. All migrant students are eligible for Title I services and receive appropriate Title I services. Furthermore, a referral is made to student services to indicate additional services, such as ELL or RTI that may be needed from that department. Specific activities to address the needs of migratory families are provided as follows:
A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

informing children and families of or helping such children and families gain access to other education, health, nutrition, and social services. Each child is assessed as they arrive to determine their level of success in both mathematics and reading. The goal is to set each child up for success by meeting them where they are and increasing their level. Support is provided from our counselors and social worker to provide access to other health and nutrition programs.

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. District wide collaboration with administrators, teachers, grade level teams, the School Improvement Plan Team, and the School Council members examine a variety of data regularly throughout the year. We review data from each subject to identify strengths and weaknesses. Data is displayed in the workroom, on the data wall in the front corridor, on the school website, and in the newspaper.

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 according to State Academic content standards and the State student academic achievement standard.

- Female student subgroup 16% DNM
- Male student subgroup 38% DNM
- All Students 22% DNM state Standard on Writing
- CCRPI score 73.6 points

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

The major strengths we found in our program were in English Language Arts and Reading.

The major needs that were discovered and will be addressed are: Math (regular education students and our Special Needs population).

The ROOTCAUSES that were discovered for each of the needs were:

- Co-teaching is limited due to a lack of proper training prior to implementation
- Although some training was provided in differentiating instruction for all students, we neglect to fully do it in every class.
- Limited writing opportunities in content areas.

Demographics play a key role in our efforts to meet CCRPI goals yearly. CCRPI indicators allow schools to acquire points in the following areas: achievement, progress and achievement gap. Schools are also able to earn additional points through ED/EL?SWD Performance and Exceeding the Bar.

A review of Midway Middle School’s data identifies the following trends:
*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

<table>
<thead>
<tr>
<th>MMS</th>
<th>Overall Score</th>
<th>Reading</th>
<th>ELA</th>
<th>Math</th>
<th>Science</th>
<th>Soc.St.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012 CCRPI</td>
<td>68.5%</td>
<td>94.5%</td>
<td>91.5%</td>
<td>81.5%</td>
<td>80.2%</td>
<td>73.3%</td>
</tr>
<tr>
<td>2013 CCRPI</td>
<td>73.6%</td>
<td>96.3%</td>
<td>92.6%</td>
<td>82.9%</td>
<td>77.3%</td>
<td>78.9%</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 CRCT</td>
<td>Reading Meets /Exc</td>
<td>Reading Exceed</td>
<td>ELA Meets /Exc</td>
</tr>
<tr>
<td>2013 CRCT</td>
<td>96.0%</td>
<td>37.3%</td>
<td>92.0%</td>
</tr>
<tr>
<td>2014 CRCT</td>
<td>97.0%</td>
<td>45.0%</td>
<td>93.3%</td>
</tr>
<tr>
<td>2013 Grade 6</td>
<td>Lexile Reading Meets /Exc</td>
<td>Reading Exceed</td>
<td>ELA Meets /Exc</td>
</tr>
<tr>
<td>2014 Grade 6</td>
<td>46.7%</td>
<td>93.0%</td>
<td>43.8%</td>
</tr>
<tr>
<td>2013 Grade 7</td>
<td>Lexile Reading Meets /Exc</td>
<td>Reading Exceed</td>
<td>ELA Meets /Exc</td>
</tr>
<tr>
<td>2014 Grade 7</td>
<td>53.4%</td>
<td>96.0%</td>
<td>28.4%</td>
</tr>
<tr>
<td>2013 Grade 8</td>
<td>Lexile Reading Meets /Exc</td>
<td>Reading Exceed</td>
<td>ELA Meets /Exc</td>
</tr>
<tr>
<td>2014 Grade 8</td>
<td>72.9%</td>
<td>97.0%</td>
<td>39.8%</td>
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</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Grade 8</th>
<th>Gr. 8 Writing Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 Wtg. Test</td>
<td>81.0%</td>
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</tr>
<tr>
<td>2014 Wtg. Test</td>
<td>74.0%</td>
<td></td>
</tr>
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</table>

Key Points - Midway Middle School CRCT Data 2012-2013/2013-2014

**6th grade** performance increased in all content areas. There is a 17.6% gain in the number of students that Exceeded in Social Studies. However, there was a decrease in
*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

the number of students that Exceeded in ELA.

7th grade performance increased in all content areas. Great gains were made in the following areas: 11.8% Exceeding in Reading; 9.8% Exceeding in ELA; 14.8% Meeting/Exceeding in Social Studies and 27.1% Exceeding in Social Studies.

8th grade performance increased in the percentage of students Exceeding in Reading, ELA, Math and Science. 11% in Reading; 13.4% in ELA; 6.8% in Science. A significant increase was also made in Science (Meets/Exceeds) – 16%. Although the number of students exceeding in Math increased there was a 6.3% decrease in Math (Meets/Exceeds)

Key Points – 8th Grade Writing Test Results 2012-2014

8th grade writing scores decreased significantly during the 2014 administration of the assessment. There was a 7% decrease in the number of students meeting/exceeding on the assessment.

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNM</td>
<td>23</td>
<td>18</td>
<td>27</td>
</tr>
<tr>
<td>Met</td>
<td>76</td>
<td>81</td>
<td>71</td>
</tr>
<tr>
<td>Exceeded</td>
<td>1</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Met/Exceeded</td>
<td>77</td>
<td>81</td>
<td>74</td>
</tr>
</tbody>
</table>

Key Points – Midway Middle School 2012-2013 CCRPI

Midway Middle School’s overall CCRPI score increased by 5.1% (2012- 68.5%; 2013 – 73.6%)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Midway</th>
<th>2012 State Target</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>92.6</td>
<td>91.5</td>
<td>+1.1</td>
</tr>
<tr>
<td>Reading</td>
<td>96.3</td>
<td>93.4</td>
<td>+2.9</td>
</tr>
</tbody>
</table>
*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Old Score</th>
<th>New Score</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>82.9</td>
<td>85.4</td>
<td>-2.5</td>
</tr>
<tr>
<td>Science</td>
<td>77.3</td>
<td>78.4</td>
<td>-1.1</td>
</tr>
<tr>
<td>Social Studies</td>
<td>78.9</td>
<td>77.2</td>
<td>+1.7</td>
</tr>
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**Key Points – Midway Middle School 2013-2014 Lexile Scores**

Midway Middle School’s Lexile Scores

Although our Lexile Scores increased in 6th, 7th, and 8th grade, Midway Middle still needs to continue to work on increasing the overall score percentages. Training will be provided for all stakeholders.

The measurable goals/benchmarks we have established to address the needs of our students are reflected in the School wide Improvement Plan pgs.20-32.
*2. Schoolwide reform strategies that are scientifically-researched based.

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:

- Saturday math will be offered twice monthly for students in need of remediation
- Implementing the ALEKS math program for low achieving students
- Special education students will be assigned to a co-teaching class.
- Students who did not meet proficiency level in reading/and or math will be assigned to remediation classes.
- Students who continue to struggle and need additional support may be moved to Tier III of the Pyramid of Intervention (SST/Student Support Team) and if interventions remain ineffective, they may take advantage of our services for exceptional learners.
- Students who Exceed are screened for placement in our GATE program (gifted and talented).
- Students who did not meet proficiency level in reading will participate in the Read 180 Direct Instruction class.
- ACE and RACE (Math and Reading Strategies) will be used school wide in preparation for the Georgia Milestones Assessment
- 6 + 1 Writing Strategy will be implemented school wide
- STAR testing will be used school wide to increase lexile scores
- Academic Coach will work with groups of students in ELA, Math, Science, and Social Studies as needed.

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

Response:
Following (or in our appendices) are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies.
Training on the Standards-based Classroom is based on the work of Robert J. Marzano (2010).
The focus on infusing Technology into instruction in all content areas comes from the 21st Century Model Classroom research.

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

**Response:**

B. We will **increase** the amount and **quality** learning time by:

- Providing teachers with focused professional learning every Wednesday.
- Utilizing Flexible Learning Programs such as ALEKS for students
- Provide Saturday Math Academy for students to receive additional services in math remediation
- Collaborative/Systemic instructional strategies RACE/ACE, Etc.
- Differentiating instruction in all classes to maximize bell to bell instruction
- Research based Read 180

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 approved under the Elementary and Secondary Education Act of 1965 (ESEA).

**Response:** Results from the state mandated CRCT will determine if the needs of all children have been met

- Goals charted from the SIP will be measured for mastery each year.
- Monthly Dept. meetings will show charted data pertaining to mastery of skills
- Monthly team meetings will be held to discuss student data and achievement while focusing on all students who are not performing on grade level
- Monthly Administrative Team meetings.

2(e). Must include documentation to support that any educational field trip used as an instructional strategy is aligned to the comprehensive needs assessment found in the schoolwide plan and must be connected to the support of assisting students to achieve proficiency or advanced status in relation to the state academic content standards. Documentation must be provided during the budget approval process. Required based on FY12 US ED monitoring finding for Georgia.

**Response:** Field trips are not approved unless they are instructionally related and aligned with the school improvement plan. However, no field trips are funded with Title I money.
*3. Instruction by highly qualified professional staff.

Response: 100% of the teachers and paraprofessionals at Midway Middle School meet the highly qualified requirement as prescribed by state guidelines. In the event that we acquire non-highly qualified teachers we will implement a written plan, with a timeline to become HiQ within 3 years based on district guidelines.

Appropriate notification will be provided to parents of students who are instructed by teachers who do not meet the highly-qualified definition.

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

Response: At Midway Middle School administrators participate in the annual Liberty County Job Fair in an effort to recruit highly qualified staff. Once a teacher joins our faculty (as a new staff member, a staff member who is new to a grade level, or a staff member who is new to a content area), they are provided with a teacher mentor. Professional learning teams meet weekly and veteran teachers support novice teachers in an on-going process. The Academic Coach also provides support to new teachers.

*4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.

Response:

A. We have included teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs. For example

- Professional learning will take place at the district office at the Liberty County Board of Education, Midway Middle, First District RESA, and conferences that will have the greatest impact on student achievement.
- All professional learning is research-based and specifically aligns to our goals as identified in the Comprehensive School Improvement Plan.
- The Professional Development Plan is created from identified areas in the SAI and Title II surveys. These needs assessments help when the Professional Development Committee meets at the end of the year to plan for Professional Learning for the upcoming academic year.
- Professional learning teams serve as the pivotal piece of professional learning at Midway Middle. In addition to the planned training, staff members participate in peer observations and are permitted to go to content area conferences while funding permits. Trainers are invited to the school to provide instruction to all staff members.
- Our content area staff will be involved in professional development activities that focus on collaboration across the district to improve student achievement.

B. We have aligned professional development with the State’s academic content and
*4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.

Professional development for staff to enable all children in the school to meet the state student academic achievement standards during staff development days and after school with a focus on collaboration and differentiated instruction. (See Action Plans in CSIP, pages 20-32)

C. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. By providing opportunities to participate in local staff development and state wide professional development. Teachers will acquire knowledge and expertise that translates into improved academic achievement. Teachers are expected to participate in the system-developed course for math, science, social science and language arts. Funding for expenses and substitutes will be designated from the professional learning activity funds allotted by the state and LEA. Appropriate replication of strategies learned will be expected by conference attendees.

Professional opportunity activities includes:
- Science teachers are expected to attend the Georgia Science Teachers Association conference, ETTC, and First District RESA
- Math teachers
- Social Studies teachers
- ELA teachers

D. We have included teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve the achievement of individual students and the overall instructional program in the following ways:

Teachers are trained on how to interpret individual test scores; the curriculum coordinator trains on how to examine most scores, the county Testing Coordinator helps with the State Longitudinal Data System, benchmark scores, and CRCT data. Special education staff works with the teacher to interpret GAA scores, and the RtI/SST Coordinator trains teachers on how to interpret GRASP

5. Strategies to increase parental involvement.

In completing this section, you should review the parental involvement strategies already defined in your school’s parental involvement policy. These could include many of the suggested responses below, although other strategies may still be considered.
Response:

A. We will conduct an Annual Title I Parent meeting, at a convenient time, to inform parents about the school’s Title I program, the nature of the Title I program, the parents’ requirements, the school parental involvement policy, the schoolwide plan, the school-parent compact. All parents of participating children are invited and encouraged to attend by sharing information to all stakeholders.

- Send parent friendly flyers home with students
- Utilize one call phone system
- Plan two meetings one in the a.m. and p.m.
- Provide child care if needed

B. We will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with funds provided under Title I, transportation, child care, or home visits, as such services relate to parental involvement by…

- We will duplicate meetings in a morning session and an afternoon session
- We will encourage students to attend
- We will ensure that the meeting is engaging

C. We will provide parents of participating children with timely information about the Title I program, a description and explanation of the curriculum used at the school, the forms of academic assessment used to measure student progress, the proficiency level students are expected to meet, and provide opportunities for regular meetings, if requested by parents. Parents will be given the opportunity to formulate suggestions and participate. As appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible, by…

- We will invite parents to conferences
- We will utilize parent portal
- We will encourage input from Title I parent meeting
- We will share feedback from surveys with parents
- We will encourage parents to participate in surveys

D. We will jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state’s high standards by…

- We will develop a school compact, with parent and parental involvement facilitator
- We will submit the compact for discussion
- We will provide copies of the component to parent and students during
open house and at Parent Conferences.

E. We will provide assistance to parents of participating children, as appropriate, in understanding the state’s academic content standards, the state’s student academic achievement standards, the state and local academic assessments including alternate assessments, the requirements of Title I, Part A, how to monitor their child’s progress, and how to work with educators, by...

- We will share information about standards during open house
- We will provide a link to the standards on our school website
- We will provide information about The Georgia Milestones Assessment, School Benchmarks, and SLO’s.
- We will conduct workshops on test taking strategies and understanding testing data

F. We will provide materials and training to help parents work with their child to improve their child’s achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by...

- We will provide material from our Parent Resource Center
- We will provide newsletters with tips on keeping students engaged
- We will schedule parent engagement activities to include how to use parent portal, test taking strategies, how to implement technology and how to help your child with homework

G. Midway Middle will provide training to educate the teachers, pupil services personnel, principal, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and the school, by...

- We will allocate funds for the Parental Involvement/Paraprofessional to attend the state parent conferences to share parent leadership and skill building activities
- Parental involvement facilitator will participate in state mandated webinars

H. We will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by...

- We will invite parents with preschool aged children to share activities as it relates to Middle School
I. We will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand, by...
   ● We will provide the information on our school website
   ● We will provide the information on our marquee
   ● We will utilize our one call automated system
   ● We will communicate to stakeholders information to share with others

J. We will provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand, by...
   ● We will use a translator
   ● We will require registrar and counselor to inform us of any parents native language when not English
   ● We will utilize http://www. Translat逃避e.google.com

K. Midway Middle will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand, by utilizing Transact to reach all language dialects within the school. The school also uses various forms of communication to ensure parents receive the important information and are updated concerning our school and their child’s education.
   ● Transact
   ● Panther School Newsletter
   ● Calendar of events
   ● Parent Involvement Memos
   ● PTO nights & Parent Academies
   ● Teacher & School Websites & Blogs
   ● Twitter

L. Midway Middle will provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand, by ensuring all available practices and resources are available to parents and students in need. Transact will be used to translate school documents necessary for parents to understand with limited English proficiency. The school social
worker, counselor and office personnel will assist parents to ensure a full understanding of all documents and forms.

- We will use a teacher translator
- We will require registrar and counselor to inform us of any parent whose native language is not English
- We will utilize [http://www.translategoogle.com](http://www.translategoogle.com)

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**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. We serve students in grades 6-8, therefore, we do not have a transition plan for preschool aged children. We have plans in place for transitioning from elementary school to middle school and from middle school to high school.

**Transition Plan for rising 6<sup>th</sup> Grade Students**

Our Transition program includes:

- Speaking to the students at the feeder schools in September to begin preparing students for Middle School
- Attend Parent Nights of feeder schools to begin to prepare them for Middle School
- Prospective incoming students send questions to current 6<sup>th</sup> and 7<sup>th</sup> graders (we receive the post students starting in 7<sup>th</sup> grade).
- We have a shadow program where incoming students follow a 6<sup>th</sup> or 7<sup>th</sup> grader for the day. These students are encouraged to share the experience with their classmates.
- Representatives from the current 6<sup>th</sup> and 7<sup>th</sup> grades go to the elementary schools to answer questions about middle school.
- A parent orientation night is offered at the end of the school year for those students who will be entering middle school the following year.
- All feeder schools are invited to tour the middle school. The entire elementary class comes to visit the middle school. We have speakers from various programs to answer questions. We showcase teams, clubs, and other activities.

**Transition Plan for rising 9<sup>th</sup> Grade Students**

- In preparation for the transition to High School, our students participate in a career awareness week.
- Students meet with High School Guidance Counselors
- High School visitation days are scheduled.
- High School students visit and speak to each homeroom class, providing high school life information from a students’ perspective
- The Counselors visit each homeroom class to discuss scheduling options. The Middle School
Counselor meets with students to discuss individual schedule concerns and activities at the High School Level.

- High School Parent Night: Parents are allowed to visit and tour the facility, while the High School staff provides an overview to answer any questions. Parents are afforded the opportunity to attend our parent night, Georgia 411 sessions, and individual conferences to discuss student placement. Students who are of various subgroups are guided in an individual session for placement in programs such as gifted, remedial, and advanced content classes.

B. All students are invited to our annual open house evening to tour the facility, meet teachers, locate bus routes and become familiar with a routine school day. Various curriculum nights are scheduled to give parents an overview of the curriculum. Parents are given the opportunity to follow their child’s schedule in short sessions. Teachers provide an overview of their individual class rules, regulations, and expectations.
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:
A. The ways that we include teachers in decisions regarding use of academic assessment are:
   - Content area teachers collaboratively decide on the grading weights for each content area. This allows for a standard grading system for each subject area.
   - Teachers are provided with team data for all students. They disaggregate the data to prepare enrichment/remediation activities.
STAR skill assessments in reading are used by teachers throughout the year to identify areas of weakness for re-teaching and remediation purposes.

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

   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:
      - Saturday Math Tutoring provided Bi-monthly to struggling students. Transportation is provided and a snack.
      - Provide technology to engage the learners
      - Offer Reading 180 Direct Instruction
      - Offer ALEKS Math

8(a). Measures to ensure that students’ difficulties are identified on a timely basis:

Response:
Assessing students’ achievement performance is an on-going process and includes:
   - Teachers review standardized test-score data for current year students to identify relative weaknesses to be addressed during the present school year
   - Periodic STAR skills assessments are administered, analyzed, and discusses to monitor student achievement progress and teachers will adjust instruction based data
   - Content-area formative and summative assessments are used frequently in the instructional setting to plan instruction
   - Bi-monthly meetings are held with each team to identify students who are having academic and/or behavior problems that may interfere with student achievement
   - Progress monitoring for students in RTI and SST are ongoing

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

Response:
Teachers have participated in training that includes:

- Interpretation of standardized test results periodically conducted during professional learning communities by on-site and district-level personnel
- Interpretation of data from locally-developed benchmark assessments periodically conducted during professional learning communities by on-site and district-level personnel
- Interpretation of data from math and reading proficiency probes periodically conducted during team meetings by the district-level Student Support Team coordinator

8(c). Parent-Teacher 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: Teacher-parent conferences are held at the request of the parent or the teacher and provide the following:

- Suggestions, strategies and support to assist the student who did not meet the reading, language arts, math, and writing standards on the most recent standardized assessment such as the CRCT and/or Eighth Grade Writing Test. Such activities would include tutoring, on-line tutorials, and remedial programs.
- Suggestions, strategies and support to assist the student who is performing below expectations in the classroom. Such activities would include extended day tutoring, remedial programs, and Panthers in Progress daily sheets.
- Parental Involvement Facilitator /information distribution regarding Parent Resource Center and other resources available to assist the student within the school district and community.

9. 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 are found within the school improvement plan and a listing of all state and federal programs are consolidated in the school wide plan

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

Title I
Title II
Title V
Local LEA funds
Division of Exceptional Learning
Gifted and Talented Education program
Response to intervention
Student Support Services
Alternative Education – Ombudsman Program
School Social Worker
Parent Involvement Facilitator
RESA
LCSS Technology Dept.
LCSS Curriculum Dept.

9(b). Description of how resources from Title I and other sources will be used.
Response:
- Saturday Math Program—every other Saturday for a four hour segment. A breakfast, snack, and transportation will be provided
- Salaries for academic coach and parental involvement facilitator/Paraprofessional

9(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: The majority of these programs are provided under these acts pertain to high schools. Currently there are two connection classes that receive funding under the Perkins Act which are keyboarding and career awareness. The majority of students participate in these programs during their three years of their middle school experience. All of these areas are included in the comprehensive plans.

10. Description of how individual student assessment results and interpretation will be provided to parents.
Response: Parents are kept informed of student progress throughout the year. Standardized Test and Writing test results are sent home with students. The score report includes a detailed interpretation for the parent and the student.
- Liberty County has a Parent Portal (as part of Power School) available to parents in order for them to check student progress in real time.
- Parents receive formal Progress Reports at the midpoint of each 9-week period and
at the end of each 9-week period, parents receive a report card.

- Classroom teachers send home progress reports every four weeks to let parents know how their child is performing. Parents also have access to student assessment results through the State Longitudinal Data System.
- School-wide data is displayed in the front office, on a bulletin board in the main corridor through the school, in the school’s brochure, and on the school’s website.

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<th>11. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.</th>
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| **Response:** The principal gathers data from the list of assessments above. This data is entered into a spreadsheet and color-coded for easy, at-a-glance interpretation. The spreadsheet is shared with teachers and is used at RtI meetings, teacher team meetings, SST meetings, and more. The principal gathers this data and distributes it to teachers. Teachers are also able to access this data at any time through the Student Longitudinal Data System.  
  - The RTI/SST coordinator provides teachers with GRASP data for reading fluency, and reading comprehension  
  - The School Improvement Team and grade level teacher teams examine data to determine strengths and weaknesses. Teachers drill down to determine specific information about identified areas of need by looking at the element level of the standard. This information drives instruction and is reflected in the Comprehensive School Improvement Plan as identified needs/goals.  
  - A Georgia Milestones Benchmark will be administered in the Fall  
  - The benchmark tests cover material covered within that quarter. Teachers use data to determine how best to help students who are struggling. These interventions may include: progress monitoring, peer tutoring, RTI, an adult mentor. Parent conferencing is another component of this process as we seek input from parents to help us make the best decisions for each child. |

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<th>12. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.</th>
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| **Response:** At Midway Middle School, all students (Grades 6-8) participate in state mandated Testing. All students at Midway Middle School also participate in Benchmark Testing throughout the school year. The assessments are produced by a reliable testing company. (OAS/Go FAR) The company assures that the test items on the assessments are researched based and that the test results are reliable and valid.  
  - The Assistant Principal is responsible for conducting a Test Talk session with all certified personnel at the school. Upon completion of the session all certified
personnel are required to: a) sign stating that they clearly understand their “Role and Responsibilities” in the testing process. b) sign stating that they have read the Examiner’s Manual prior to testing (manual can be found on the DOE website).

- All paraprofessionals also received training on the “Roles and Responsibilities” during testing as well. They, along with any certified personnel that is not testing serve as proctors and are stationed in the hallways.
- Once tests are picked up by the Assistant Principal from the BOE, they are secured in an area that only the Assistant Principal and principal have entry into. The Assistant Principal is responsible for issuing the required testing materials to each certified tester. All materials are counted and signed for daily by the tester and when returned by the Assistant Principal.
- After the five days of testing, the Assistant Principal is responsible for conducting make up testing for absentees. The principal and Assistant Principal must sign forms attesting to the fact that all test security procedures were followed and all materials are accounted for. All materials are then returned to the Board of Education.
- As soon as the results are received at the school, the teachers, academic coach, assistant principal and principal examine and disaggregate the data to help them differentiate instruction in the classroom and/or better prepare themselves for the next school year.
- Students may participate in On-line testing in Spring 2015 (GMAS).


Response: Data is posted on the school website, presented to our school council, published in our local paper The Coastal Courier.

- The test results are reported during our Annual Parent Meeting in August, in our school newsletter during parent involvement meetings, and in our school council session.
- State test data results are published statewide and released by the Georgia Department of Education. Test data is shared with parents, students, ad community members to explain subgroups, areas of strength and areas of weaknesses in public forums.
- A data wall is displayed yearly to ensure that all parents are aware of our school achievement
- School data walls in the classrooms, data room, and hallways.

State test data results are published statewide and released by the Georgia Dept of Education. The data is reported for the school and district on the GDOE website. The results are shared with the Liberty County Board of Education and the local newspaper

Data distributed publicly include: standardized test data, CCRPI rating, and Writing Assessment results.

14. The plan developed during a one-year period, unless LEA, after considering the
recommendation of its technical assistance providers under section 1117, determines that less time is needed to develop and implement the schoolwide program.

**Response:**

- The Leadership Team of the school meets each Spring to plan for the upcoming School Improvement Plan. The plan is developed after identifying weaknesses and is reviewed in the Fall once we have the final CRCT test data.
- Research-based instructional strategies are identified for providing interventions to improve student achievement. Coordinating needs for professional learning to support these instructional strategies are also determined.
- The plan is reviewed each quarter by the School Improvement Team (staff) and is also reviewed by the School Council (parents/community). The plan may be modified as we receive data from benchmark tests, report cards, and teacher input.
- Our goals come specifically from current test results and survey results. The MMS plan correlates with the system level plan.

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<th>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).</th>
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<td><strong>Response:</strong> The School Improvement Committee employs the assistance of a variety of stakeholders. The leadership of the school including the principal, assistant principal, academic coach, parent involvement coordinator, media specialist and department heads are all involved in meeting and discussing the plan throughout the school year. The teachers of Midway Middle School are represented on the committee by the math, science, social studies and ELA department heads. Our paraprofessionals are also represented on the committee. Parent and community involvement on the School Improvement Plan is solicited through Midway Middle’s School Council. The council is comprised of seven members that include the principal, a teacher, four parents of students currently attending the school, and a local business owner. The Council is provided with a copy of plan and members are encouraged to give feedback and input. Those involved in the SIP process meet throughout the school year to discuss the plan. Each member is provided with a copy of the plan. Every member is encouraged to read through it and make notations as to additions or deletions that should be made to the plan. Department heads are responsible for meeting with their departments, providing copies of the plan, and soliciting input from the other teachers. This information is then brought back to subsequent meetings of the School Improvement Committee. Parent input for the SIP is also sought after through a variety of data collection instruments. Our parent involvement coordinator distributes parent surveys at the beginning of the school year and encourages parents to share their expectations about teachers, communication, parent conferences and other items. Parents are also</td>
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involved in the Title II surveys whose results are coordinated and disaggregated by central office staff. The results of all these surveys are used to inform the SIP committee of parent wishes and needs concerning the school and also inform many of the committee’s decisions regarding the SIP. After the input of all stakeholders is regarded and used to supplement the plan, the SIP committee meets to finalize the plan. The administrative assistant makes the necessary changes to the plan and provides all stakeholders with a copy of the revised plan. The media specialist then posts the SIP to the main page of the school website for parents and other interested community member to view.
16. Plan available to the LEA, parents, and the public.

*Response:* A copy of the entire School Improvement Plan is posted on the school’s website and available to the LEA, parents, and public. The LEA receives a hard copy of the School Improvement Plan. District personnel work with the school improvement team/leadership team to validate the plan and its alignment to the district plan. They make suggestions for revisions as necessary. They also work with the school team to help provide professional learning opportunities as needed. The School Improvement Plan is reviewed by the School Council. The plan is always available to parents at the school upon request.

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:*
- The instructor of any ELL student may make the School Improvement Plan and any other necessary documents available to parents in their native languages.
- In addition, the School Improvement Plan is published on the school’s curriculum website for parents (http://www.liberty.k12.ga.us, The curriculum website includes a translator function.
- We have school personnel that are fluent in Spanish. These staff members assist in translation when necessary. In the past, if a translator was needed, the personnel from family support services at Fort Stewart have helped us locate a translator.
- We also have access to TransAct. However, it should be noted that fewer than 1% of our student population needs material to be translated.

18. Plan is subject to the school improvement provisions of section 1116 of ESEA as amended by Georgia’s ESES Flexibility Waiver.

*Response:*
- The Title I Comprehensive School wide School Improvement Plan adheres to the provisions of Section 1116.
- The plan adheres to the standards of AdvancEd and the Southern Association of Colleges and Schools (SACS) for school improvement which accredit the school through the district accreditation process.
- Our school improvement plan is also subject to the regulations of the Georgia Accrediting Commission.