

TITLE I SCHOOLWIDE PROGRAM (SWP)/ SCHOOL IMPROVEMENT PLAN (SIP)

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| NAME OF SCHOOL/PRINCIPAL: Gainesville Middle School, Dr. Rose Prejean-Harris | |
| NAME OF DISTRICT/SUPERINTENDENT: Gainesville City School System/ Dr. Wanda Creel, Superintendent | |
| <input type="checkbox"/> <i>Comprehensive Support School</i> <input type="checkbox"/> <i>Targeted Support School</i> <input checked="" type="checkbox"/> <i>Schoolwide Title 1 School</i> <input type="checkbox"/> <i>Targeted Assistance Title 1 School</i> <input type="checkbox"/> <i>Non-Title 1 School</i> <input type="checkbox"/> <i>Opportunity School</i> | |
| SIGNATURES: | |
| Superintendent _____ | Date _____ |
| Principal _____ | Date _____ |
| Title 1 Director _____ | Date _____ |
| <small>(Title 1 Schools only)</small> | |

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| REVISION DATE: June 15, 2016 | REVISION DATE: December 15, 2016 | REVISION DATE: |
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| Name | Position/Role | Signature |
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| Dr. Rose Prejean-Harris | Principal, GMS | |

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| Dr. Michael Zinn | AP, 7th Grade | |
| Mrs. Audrey Simmons | AP, 8th Grade | |
| Ms. Hilda Reyes | Parent Coordinator, GMS | |
| Mrs. Tammy Palmer | Media Specialist | |
| Dr. Karen Henderson | Curriculum Coach | |
| Mr. Zach Hobbs | Special Education Dept. Chair | |
| Ms. Shannon McGonigal | 6th Grade, ELA, Writing Chair | |
| Mrs. Pharalynn Brown | 8th Grade ELA | |
| Mrs. Ashley Weber | 7th Grade ELA, ELA Dept. Chair | |
| Mrs. Diane Fielden | 8th Grade ELA, ESOL Dept. Chair | |
| Ms. Iris Butts | 8th Grade Math | |
| Mrs. Rita Patel | 7th Grade Math | |
| Mr. Josh O'Hara | 6th Grade Social Studies | |
| Dr. Gidget Leonard | 7th Grade ELA | |
| Dr. Monica Hayman | 8th Grade, Counselor | |
| | Parent | |
| | Parent | |
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***PLANNING COMMITTEE MEMBERS (SWP 8, 16)**

Needs Assessment/ Data Review Results (SWP 1, 11, 12, 13, 14, 17, 18)

1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).

Three years of historical data was gathered from several resources including the State Department of Education, District PowerSchool, SLDS, teacher grades and assessments, surveys (teachers, parents, students, and community). The school improvement committee met over a series of three days to organize and analyze the data into three categories-attendance, behavior, and classroom success. Other sources of data was cataloged into a miscellaneous category and reviewed for possible trends or themes.

The team was divided into groups and major themes and trends were identified. The team then conducted a root cause analysis exercise. After discussion of the root causes, the team prioritized the list of needs and developed five major goals for 2016-17. Parent and staff forums were held in July to get additional input from other stakeholders. The goals and action steps were revised based on this feedback.

Please include the needs assessment process (how are data collected [observations, surveys, interviews, student information system, etc.], who is responsible for collecting data [teachers, academic coaches, administrators, etc.], what data are collected [classroom assessment, universal screeners, statewide assessment, attendance, etc.]) and the analysis (identify patterns/trends that aid in drawing conclusions). **Title I focuses on the core academic subjects.** Include analysis of assessment summary in these areas to identify academic needs. Address the academic needs for the students who are most at risk of academic failure at the school and district levels. Be mindful to use multiple data sources (i.e., Milestones, SLOs, classroom assessments) that provide meaningful information about students' progress towards meeting state standards in core academic subjects. Don't forget to include migratory students

| Prioritized Needs | Data Sources | Participants Involved | Communication to Parents and Stakeholders |
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| (Based on information from multiple data sources, what has been determined to be the greatest area of need [by grade level or content area]) | (Classroom Assessments, Course Pass Rate, Local Assessments, Statewide Assessments, etc.) | (Teachers, Students, Parents, Administrators, etc. Describe in narrative how each participant is held accountable) | (Ensure that communication methods consider ALL parents, especially those who do not have access to technology or transportation or those who are not on School Governance Teams) |
| Academic Performance in all Core Areas-ELA, Math, Science, & Social Studies with a focus on Content Literacy | PowerSchool, State Data | School Improvement Team, Staff and Parents | Electronic version posted to school and district websites, paper copies available at school, written summary of major goals given to parents at the beginning of the year, description/discussion of goals in parent forums, staff meetings, and in annual Title I meeting |

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| Student Attendance (6-8) | PowerSchool, State Data | School Improvement Team, Staff and Parents | Electronic version posted to school and district websites, paper copies available at school, written summary of major goals given to parents at the beginning of the year, description/discussion of goals in parent forums, staff meetings, and in annual Title I meeting |
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2. Schoolwide reform strategies that:

- Provide opportunities for all children to meet the state’s proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).
Describe strategies to be used, with specific emphasis on the lowest performing students.

- Use Effective methods and instructional strategies that are based on scientifically based research that:
Remember to cite current or recent research
 - Strengthen the core academic program in the school
 - Increase the amount and quality of learning time, such as providing and extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum
 - Include strategies for meeting the educational needs of historically underserved populations

- Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:
 - Counseling, pupil services, and mentoring services;
 - College and career awareness and preparation such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
 - The integration of vocational and technical education programs; and

- Address how the school will determine if such needs have been met; and
 - Are consistent with, and are designed to implement, the state and local improvement plans, if any.

How do you evaluate the effectiveness of the instructional programs? How will you evaluate the effectiveness of Title I services?

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| <p>Family and Community Engagement Standard 4: Communicates academic expectations and current student achievement status to families</p> <p>Family and Community Engagement Standard 6: Connects families with agencies and resources in the community to meet the needs of students</p> | <p>All students</p> <p>Students in crisis, students in transition, students with homelessness, students with loss (deportation, death, divorce, etc...)</p> | <ul style="list-style-type: none"> ● District website (teacher website) ● Syllabus ● Progress Reports ● Quarterly Reports ● Parent conferences ● Alert Solutions ● Email/phone contacts ● Parent Workshops <ul style="list-style-type: none"> ● Communicate with community agencies ● Conference with parents ● Provide individualized resources ● Provide needed accommodations ● Provide individual counseling for students at school ● Provide group or individual counseling at school through Brenau University, Center Point, and Avita Counseling Services. ● Refer family counseling through Brenau University, Center Point, and Avita Counseling Services. | <p>Grade level counselors will record and maintain accurate records of such communication and school related and external counseling services.</p> | <p>absences in a timely manner.</p> <p>Maintain current and accurate records of student progress and interventions.</p> | <p>absences, an administrator conferences with parents and students, home visits may be conducted, and students and parents may meet with their grade level counselor.</p> <p>Maintain current and accurate records of student progress and interventions throughout the school year.</p> | <p>There are no costs for in-school counseling services. External agencies may provide services at no cost or for a minimum fee.</p> |
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SMART GOAL #2 (Specific, Measurable, Attainable, Results-Based, and Time-Bound) (SWP 2, 7, 9, 10)

We will decrease the total number of referrals written and processed in the 2015-16 school year by 10% in the 2016-17 school year.

| Georgia School Performance Standard | Student group (All or subgroup) (SWP 9) | Action /Strategies | Evaluation of Implementation and Impact on Student Learning | | Monitoring Actions of Implementation | Estimated Cost, Funding Source, and/or Resources |
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| | | | Artifacts | Evidence | | |
| <p>School Culture Standard 1: Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment</p> <p>School Culture Standard 5: Recognizes and celebrates achievements and accomplishments of students and staff</p> | <p>Administrators, teachers, staff, and students</p> <p>Administrators, teachers, staff, and students</p> | <p>1. Create and display inappropriate vs. appropriate behavior Videos featuring students and teachers.</p> <ol style="list-style-type: none"> Videos will be projected through Media Master at 8:50am. Archive videos on GMS website <p>2. Teacher-leads will conduct training on disciplinary processes and appropriate responses (soft skills) to student behavior</p> <p>1. Create a recognition wall of students, teachers, and staff members of the month on a wall in the front of the library or cafeteria.</p> <p>2. Have an academic and behavioral recognition ceremony to celebrate success for students and teachers at the end of each quarter.</p> <p>3. Place pictures of honorees on the GMS website and archive.</p> <p>4. Establish a National Jr. Beta Club at GMS.</p> <p>5. Establish a National Jr. Honor Society at GMS.</p> | <p>1. Videos</p> <p>2. Teacher Sign-in Sheets</p> <p>1. Pictures of students, teachers, and staff members of the recognition wall each month.</p> <p>2. Conduct an Have an academic and behavioral recognition ceremony at the end of each quarter.</p> <p>3. Induct 7th and 8th grade students, who have no teacher and/or discipline</p> | <p>School Leaders Demonstrate: Collect and disseminate discipline data every 3 weeks of each quarter</p> <p>Teachers Demonstrate: 1. Make positive contacts home for each Homeroom class during the 1st 2 weeks of school 2. Maintain a logbook of parental contacts</p> <p>Students Demonstrate: 1. A decrease in the number of disciplinary referrals and exhibit positive interactions and academic success through conduct and grades. 2. National Jr. Beta Club and National Jr. Honor Society members will maintain their grade averages and display positive conduct at all times and will participate in at least 2 or more community service</p> | <p>Monitor and evaluate students' grades and conduct each quarter.</p> | |

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| | | | <p>referrals and possess a “B” average in all classes, into the National Jr. Beta Club.</p> <p>4. Induct 7th and 8th grade students, who have no teacher and/or discipline referrals and possess an “A” average in all classes, into the National Jr. Honor Society..</p> | <p>activities during the academic school year.</p> | | |
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SMART GOAL #3 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)(SWP 2, 7, 9, 10)

We will decrease the 13% of students not meeting proficiency in all core academic classes for the 2015-16 school year to 8% or less in the 2016-17 school year.

| Georgia School Performance Standard | Student group (All or subgroup) (SWP 9) | Action /Strategies | Evaluation of Implementation and Impact on Student Learning | | Monitoring Actions of Implementation | Estimated Cost, Funding Source, and/or Resources |
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| | | | Artifacts | Evidence | | |
| <p>Instruction Standard 9: Provides timely, systematic, data-driven interventions</p> <p>Curriculum Standard 2: Designs curriculum documents and aligns resources with the intended rigor of the required standards</p> | All Students | <p>Teachers will use interventions through a strong RTI foundation, supplements, and teacher supports.</p> <p>Teachers will collaborate across content areas to create cross-curricular activities to foster skills in vocabulary acquisition and literacy across contents.</p> | <ul style="list-style-type: none"> -Teacher Gradebook Reports -Universal Screener Data Classwork, AimsWeb) -READ 180 Data -System 44 Data -RTI Log -RTI Meeting Minutes | <p>School Leaders Demonstrate:</p> <ul style="list-style-type: none"> -appropriate RTI training for teachers -appropriate communication of the RTI process to parents and students -allocate the funds for the implementation of the RTI process <p>Teachers Demonstrate:</p> <ul style="list-style-type: none"> -timely and frequent assessment of student learning -follow the steps of the GMS RTI process -gather and share data to guide instructional practices <p>Students Demonstrate:</p> <ul style="list-style-type: none"> -will keep a log of their academic progress -will actively participate in the RTI process by setting | <p>School Leaders Demonstrate:</p> <ul style="list-style-type: none"> -pull teacher gradebook data weekly -pull failure reports weekly -pull data from universal screener -pull data from READ 180, System 44 weekly -weekly reminders to teachers -RTI information at Parent meeting- open house, curriculum night, newsletter, PowerSchool meeting <p>Teacher Demonstrate:</p> <ul style="list-style-type: none"> -advisement meetings with students once every three weeks -accurate grade reporting and updating (at least one grade per week) <p>Students Demonstrate:</p> | <p>Literacy Coach \$111,000</p> <p>Chromebooks \$7230</p> <p>Academic Intervention Specialists \$85000</p> <p>Classworks \$7000</p> <p>READ 180 \$20,000</p> |

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| | | | | specific goals for learning | -will keep a log of their academic progress -will actively participate in the RTI process by setting specific goals for learning | |
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SMART GOAL #4 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)(SWP 2, 7, 9, 10)

We will increase the percentage of students scoring proficient and distinguished by 2-4% in all core academic courses as measured by state and local assessments.

| Georgia School Performance Standard | Student group (All or subgroup) (SWP 9) | Action /Strategies | Evaluation of Implementation and Impact on Student Learning | | Monitoring Actions of Implementation | Estimated Cost, Funding Source, and/or Resources |
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| | | | Artifacts | Evidence | | |
| <p>Curriculum Standard 1: Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction.</p> <p>Curriculum Standard 2: Designs curriculum documents and aligns resources with the intended rigor of the required standards.</p> | | <p>1 Teachers will collaborate to create common assessments to gauge student learning in all areas.</p> <p>Teachers will facilitate rigorous content based problem learning to produce possible solutions.</p> <p>Teachers will collaborate to develop vocabulary units based on content and guided by student lexile scores.</p> | <p>Lesson plans</p> <p>Common Assessments</p> <p>Student Products</p> | <p>School Leaders Demonstrate:</p> <p>Teachers Demonstrate:</p> <p>Students Demonstrate: Demonstrates knowledge of real world problems and can shows</p> | | <p>Materials/Novels/ Resources to support instruction</p> <p>\$ 18217</p> |

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| <p>Instruction Standard 2: Creates an academically challenging learning environment</p> | | <p>Teachers will collaborate to identify proficient and distinguished level students by using Milestone achievement level descriptors to guide instruction</p> <p>Teacher will provide instruction with real world application that encourages both individual and collaborative group work.</p> | | | | |
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SMART GOAL #5 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)(SWP 2, 7, 9, 10)

We will decrease the percentage of teacher attrition from _____ in the 2015-16 school year to _____ in the 2016-17 school year.

| Georgia School Performance Standard | Student group (All or subgroup) (SWP 9) | Action /Strategies | Evaluation of Implementation and Impact on Student Learning | | Monitoring Actions of Implementation | Estimated Cost, Funding Source, and/or Resources |
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| | | | Artifacts | Evidence | | |
| Leadership Standard # 1 Builds and sustains relationships to foster the success of students and staff | Administration Teachers Staff | 1. Organize activities to promote positive relationships among faculty members. a. Lagniappe Cards b. Green Eggs & Ham Social c. Faculty Fun Day d. Book Study | Lagniappe Card Fish by Steven Lundin | School Leaders Demonstrate: -Distribute Lagniappe Cards to staff -Provide staff with book study supplies -Frequently update school calendar -Keep everyone abreast of important information -Plan faculty bonding events -Send emails to keep everyone informed | | |
| School Culture Standard #2 Establishes a culture of trust and respect that promotes positive interactions and a sense of community | | 2. Effectively communicate information to everyone in a timely manner to establish a culture of oneness. a. Emails b. Monthly Meetings c. GMS Monthly Calendar | School Calendar Meeting Agenda Newsletters Emails | Teachers Demonstrate: -Read and participate in the book study -Create and present book study chapter review -Attend faculty bonding events -Attend monthly school wide meetings -Read emails -Organized (by grade level) quarterly breakfast for staff | | |

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| | | | | <p>Students Demonstrate:</p> | | |
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3. Instruction by highly qualified professional staff
4. In accordance with Section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state’s student academic achievement standards. **Professional development is directly aligned to needs identified in comprehensive needs assessment**
5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Professional Learning Plan to Support School Improvement Plan (SWP 4)

| Professional Learning Strategy to support achievement of SMART Goals | Professional Learning Timeline | Estimated Cost, Funding Source, and/or Resources | Person(s) Responsible | Monitoring Teacher Implementation of Professional Learning | Artifacts/Evidence of Impact on Student Learning |
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| Classroom Management to promote a safe, positive, respectful, well-organized learning environment | Introduced in August and revisited throughout the school year. Reinforced with PBIS initiative. | | Academic Coach, Literacy Coach, Lead teachers, Administrative Team | Administration Team emphasizes classroom management on TKES observations. | GMS student failure % will be lower in 2016-2017 than in 2015-2016 due to more positive, safe, respectful learning environments. |
| Monitoring, Assessment, and Feedback (formative assessments, common assessments, and utilizing data for instruction) | In September we introduced the new RTI process. Throughout the school year the teachers are guided during their content collaboration time to create formative assessments, common assessments, and utilize classroom data. | | Department Heads, Administrative Team, Academic and Literacy Coaches | Teachers share their formative assessments, common assessments, and RTI team plans with their department, administration and the academic coaches. | GMS student failure % will be lower in 2016-2017 than in 2015-2016 due to teachers individualizing instruction for each student. |
| Challenging Rigorous Learning Experiences | In June department heads and lead teachers came together for training on how to promote rigor and to better align their common assessments with the content standards and student achievement level descriptors. Department heads, lead teachers, and coaches constantly review the rigor and relevance of assessments | | Department heads, lead teachers, Academic and Literacy Coaches | Teachers share assessments with detailed plans highlighting the standard taught and the DOK levels of each question with their department, administrators and coaches. | GMS students will increase % of proficient and distinguished on state and local growth measures in 2016-2017 compared to 2015-2016 school year. |

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| throughout the school year during Content Collaboration on Wednesdays. | | | | |
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Highly Qualified Staff (SWP 3,5)

Parent Engagement and Communication

6. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

| Parent Engagement Activities | Timeline | Estimated Cost, Funding Source, and/or Resources | Person(s) Responsible | Evaluation Results | Artifacts/Evidence of Impact on Student Learning |
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| Working Together to Combat Bullying | September 12, 2016 9:00 AM & 6:00 PM | No Cost | Dr. Monica Hayman Matilda Garmley Melody Granger Hilda Reyes | Parents and students appreciated the seminars. | Bullying signage was displayed throughout the building; students recognized and reported bullying. |
| Teacher Appreciation Day | October 13, 2016 10:00 AM - 1:30 PM | Parents - Donated Supplies | Parents & Hilda Reyes | Parents provided lunch for teachers and served them delicious food. | Teachers returned to class in a more positive mood and were more energized while teaching. |
| All Pro Dad's Day | October 18, 2016 7:00 – 8:00 AM | No Cost - Donated Supplies | Chuck Graham Mike Malone Hilda Reyes | Fathers and their children met with the purpose of growing closer while enjoying breakfast together before the school day begins | Teachers and students reported higher self-esteem and stronger work ethic for student participants. |
| Latino Youth Leadership Conference | November 5, 2016 6:00 AM - 5:00 PM | No Cost - Donated Supplies | Latin American Assoc. | Students participated in life-affirming discussions | Inspired students to pursue higher education and follow their dreams. |

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| National Parent Engagement Day | November 17, 2016 9:30 AM -12:00 PM | No Cost - Donated Supplies | Parent Coordinator, Principals, Counselors, Teachers and Students | and activities at UGA. GMS hosted a special celebration for all parents and guardians to show our appreciation for their support and commitment to our school and their child's education. | Parents and students were given information and small treats. |
| After School Parents Nights | 2017 January 12 & 26 February 13 & 27 March 14 & 28 | No Cost - Donated Supplies | Hilda Reyes | Parents are encouraged to come to GMS during after school hours to use our computers, check their child's grade/attendance, learn how to open a PowerSchool account to check child's grades/attendance, and how to navigate in GCSS website. Learn how to use EBOARD. We will also assist parents with any concerns they have regarding their child's education. | We hope to positively influence students and parents in becoming more active and engaged participants in students' education and in all that GMS has to offer to our community. |
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STUDENT ASSESSMENT DATA

8. Measures to include teachers in the decisions regarding the use of academic assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by Section 1111(b)(1) shall be provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
Describe the additional academic support students are provided on a regular basis throughout the year based on their specific individual needs.
10. Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
11. Description of how individual student assessment results and interpretation will be provided to parents.
Who interprets assessment results for parents? How are parents notified that this service is available?
12. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.
13. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.
14. Provisions for public reporting of disaggregated data.
Are results posted to the school's website. Describe how parents are notified that results are posted. Be mindful to inform parents who don't have Internet access how results are available for their review.

DEVELOPMENT OF PLAN

15. Plan developed during a one-year period, unless the LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program.
Plan should be reviewed and updated as necessary throughout the year.
16. Plan developed with the involvement of the community to be served and individuals who will carry out the plan, including parents, students (if secondary), teachers, principals, other school staff, and pupil personnel.
Be mindful to provide all parents and staff the opportunity to provide input into school improvement plans. Do not limit to governance council or leadership teams.

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

Plan must be submitted to Director of State/Federal Accountability for review and approval. Upon approval plan must be made available to **ALL** parents.

18. 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.

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

IDEAS: