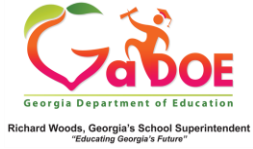


Georgia Department of Education Title I Schoolwide/School Improvement Plan

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: Baker Middle School	District Name: Muscogee County	
Principal Name: Ramona Horn	School Year: 2015-2016	
School Mailing Address: 1215 Benning Drive - Columbus, GA 31903		
Telephone: 706-683-8721		
District Title I Director/Coordinator Name: Dr. Timothy Smith		
District Title I Director/Coordinator Mailing Address: 2960 Macon Rd. – Columbus, GA 31906		
Email Address: smith.timothy.s@muscogee.k12.ga.us		
Telephone: 706-748-2154		
ESEA WAIVER ACCOUNTABILITY STATUS		
(Check all boxes that apply and provide additional information if requested.)		
Priority School <input type="checkbox"/>	Focus School <input checked="" type="checkbox"/>	
Title I Alert School <input type="checkbox"/>		
Principal's Signature:		Date:
Title I Director's Signature:		Date:
Superintendent's Signature:		Date:
Revision Date:	Revision Date:	Revision Date:



Georgia Department of Education Title I Schoolwide/School Improvement Plan

SWP Template Instructions

- All components of a Title I Schoolwide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists, all components/elements marked as “Not Met” need additional development.
- Please add your planning committee members on the next page.
- The first ten components in the template are required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).
- Please submit your School Improvement Plan as an addendum after the header page in this document.



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Georgia Department of Education Title I Schoolwide/School Improvement Plan

Planning Committee Members

NAME	MEMBER'S SIGNATURE	POSITION/ROLE

Georgia Department of Education Title I Schoolwide/School Improvement Plan

SWP/SIP Components

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).

Response:

A. The Muscogee County School District Superintendent, Dr. Lewis, has communicated that a successful school places a priority on high expectations and achievement for all students; a successful school is also focused on the future and providing a world-class education for all students (Lewis, 2014). Baker Middle School is committed to setting high expectations in an environment where optimal student achievement is encouraged and realized. They are dedicated to ensuring all students are college and career ready.

Baker has been identified as both, a Focus school and an Opportunity school. The Focus designation is due to the performance of the lower quartile of students as compared to the state average; in addition the three average of achievement gap scores were analyzed for determination. The Opportunity status is due to scoring below 60, for three consecutive years, on the College and Career Performance Index (CCRPI). The Muscogee County School District has developed a comprehensive plan for high need schools such as Baker. Elements of the plan include Positive Behavioral Interventions and Supports (PBIS), Communities in Schools, and Whole School Transformation.

A parent perception survey was distributed and analyzed in March 2015 to determine strengths and needs of the school, as perceived by the students' families. Results were tabulated and documentation was submitted to the district office in April. The Leadership Team reviewed the summary of the surveys at the May Leadership Team meeting and again in the summer School Improvement Plan (SIP) review days.

District parenting, teacher, paraprofessional and school administrator surveys were provided via the Muscogee County School District (MCSD) website in April to gather feedback from all stakeholders in the district. Additionally, MCSD held a Local Education Agency (LEA) Improvement Plan and a Comprehensive Local Education Agency Improvement Plan (CLIP) meeting in May of 2014. The purpose of the surveys and the meeting was to gather input from all stakeholders on the effectiveness of the LEA in meeting the needs of students and the adults that support them. **It is important to mention that the aforementioned surveys were also used to determine the school climate star rating. The School Climate Star Rating is a diagnostic tool to determine if a school is on the right path to school improvement. It provides school-level data on school climate, student discipline, safe and substance-free learning environment, and attendance. All items included in the Needs Assessment, historical data, and stakeholder input indicate an expressed need for teacher and administrator trainings to improve student engagement, instructional rigor, differentiation, and school culture and climate.**



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The Chief Communications Officer invited parents, community leaders, teachers and administrators to attend via Connect Ed messages. An invitation was also extended to all students and staff via the district website, MCSD School Briefs and numerous television announcements. The stakeholders' input was used by various departments of the MCSD to collaboratively write the district improvement plan. The CLIP was submitted and approved by the Georgia Department of Education in September 2015.

The Baker Leadership Team met in June 2015 for the purpose of conducting a needs assessment through analyzing achievement, perception, demographic and process data for the school. The Leadership Team consists of the principal, academic coach and select teachers. The team worked to determine root causes for school needs, formulate school improvement goals, develop action strategies, and build a professional learning plan to support the action strategies for the 2015-2016 school year.

In August, the Family Services Coordinator met with the district parenting specialist to begin working on a Parenting Action Plan based on the spring stakeholder survey and the school improvement goals for the year. The Parent Liaison took the plan back to the principal and Leadership Team to get faculty input and ensure alignment with the school plan.

The School Improvement Plan and the Parenting Action Plan were presented to parents and various stakeholders during the Title I Annual Parent Meeting in September of 2015, which allowed parents, students and their families to give feedback for further revisions. The plans were also reviewed by the Local School Council in September 2015. The final School Improvement/School Wide Plan was submitted to the district office in October of 2015.

B. Baker Middle School used the following instruments, procedures, or processes to obtain this information:

- Georgia Milestones Assessment System (GMAS): is a State mandated test designed to measure how well students acquire the skills and knowledge described in the Georgia Standards of Excellence (GSE) for English Language Arts and mathematics and Georgia Performance Standards (GPS) for science and social studies. The GMAS replaces the Criterion- Referenced Competency Test.
- Grade 8 Writing Assessment - The writing assessment for grade eight consists of an evaluation of each student response to an assigned prompt. Students are assigned a topic from a prompt bank representing two genres: expository and persuasive. Students are allowed 100 minutes to write their essays. The writing assessment must be administered in one day. A make-up is also given the following day.
- Criterion-Reference Competency Test (CRCT): a set of tests administered at public schools in the state of Georgia that are designed to test the knowledge of third through eighth graders in reading, English/language arts (ELA), Mathematics, Science and Social



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Studies. Data from 2012-2014 was used.

- Student Learning Objectives (SLOs): District determined SLOs are content-specific, grade level learning objectives that are measurable, focused on growth in student learning, and aligned to curriculum standards. As a measure of teachers' impact on student learning, SLOs give educators, school systems, and state leaders an additional means by which to understand, value, and recognize success in the classroom.
- College and Career Readiness Performance Index (CCRPI): CCRPI is a comprehensive school improvement, accountability, and communication platform for all educational stakeholders that will promote college and career readiness for all Georgia public school students (including school climate data from 2014).
- Common Unit Assessments (CUAs): These assessments are used as benchmarks for student achievement progress and to help measure teacher effectiveness and progress toward the standardized assessment.
- Focus Walk results: The idea behind focus walks, also called walk-throughs, is that firsthand classroom observations can paint a picture to inform improvement efforts. These observations typically involve looking at how well teachers are implementing a particular program or set of practices that the district or school has adopted. The goals of focus walks are to help administrators and teachers learn more about instruction and to identify what training and support teachers need
- Promotion/Retention Rates - To determine supports for academic progress
- Report Card Data
- Student Attendance Data
- All and Subgroup Student Demographics
- Faculty/Staff Data (attendance, HQ status, experience etc.)
- Parental involvement and perception data to measure engagement levels and programmatic effectiveness in meeting student and family needs.

C. Baker does not have a migrant population. In the event the school acquires a migrant population, the school will follow district, state and federal guidelines to ensure that migratory students will achieve the same goals set for all students. In addition, all parents or guardians enrolling a child in the school will receive a survey that determines whether or not the child will be identified as migrant. A copy of the survey will be maintained in the student's cumulative folder.

D. Baker reflected on the most current achievement data, and it was used to help the school understand the subjects and skills in which teaching and learning needed to be improved.



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Georgia Milestones Assessment System:

The initial administration of the GMAS was given in the spring of 2015. A three year comparison will not be given for this data.

6th Grade GMAS	% Beginning Learner	% Developing Learner	% Proficient Learner	% Distinguished Learner
ELA				
Baker	65.7%	24.9%	8.9%	0.6%
System	39.9%	30.2%	24.5%	5.5%
State	31%	30%	31%	8%
Math				
Baker	68.5%	28.6%	3%	0%
System	35.4%	37.7%	20.8%	6.1%
State	25%	39%	26%	9%
Science				
Baker	74.6%	22.5%	3%	0%
System	47.2%	25.8%	23.4%	3.5%
State	35%	27%	32%	6%
Social Studies				
Baker	72.6%	25.6%	1.8%	0%
System	40.4%	38.6%	15%	6%
State	29%	39%	20%	12%

7th Grade GMAS	% Beginning Learner	% Developing Learner	% Proficient Learner	% Distinguished Learner
ELA				
Baker	65%	28.3%	6.7%	0%
System	39.7%	31.8%	24.3%	4.3%
State	30%	33%	30%	6%



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Math				
Baker	66.9%	27.5%	5.1%	0.6%
System	37.2%	35.3%	19.8%	7.7%
State	25%	38%	25%	12%
Science				
Baker	67%	22.7%	8.5%	1.7%
System	45.7%	27.9%	20.1%	6.2%
State	35%	29%	26%	9%
Social Studies				
Baker	76.6%	21.1%	2.3%	0%
System	39.3%	33%	18.9%	8.8%
State	28%	36%	22%	14%
8th Grade GMAS				
	% Beginning Learner	% Developing Learner	% Proficient Learner	% Distinguished Learner
ELA				
Baker	55.8%	30.9%	35.2%	9%
System	32.5%	36%	25.8%	5.7%
State	24%	37%	31%	8%
Math				
Baker	62.9%	32.9%	4.1%	0%
System	34.1%	37.2%	21%	7.7%
State	25%	38%	25%	12%
Science				
Baker	76.9%	19.5%	3.6%	0%
System	48.1%	29.9%	19.6%	2.3%
State	38%	30%	25%	7%
Social Studies				
Baker	73.7%	23.4%	3%	0%
System	39%	40%	15.5%	5.5%



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State	30%	38%	22%	11%
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Analysis:

The GMAS scores show that the majority of students, in all grade levels and all content areas, scored as a Beginning Learner. 0% to 1.7% of students, in all grade levels and content areas, scored in the Distinguished Learner category. Percentages, for all grade levels and content areas (except 8th grade ELA), fall below the system and state averages.

Major Strengths:

35.2% of 8th graders scored Proficient in ELA, above the system average

Major Challenges:

- There were no Distinguished Learners in 6th grade Math, Science, and Social Studies
- There were no Distinguished Learners in 7th grade ELA and Social Studies
- There were no Distinguished Learners in 8th grade Math, Science, and Social Studies

Root Causes:

- Students took the new GMAS for the first time in Spring 2015
- Lack of formative assessments on a consistent basis to provide targeted instruction/intervention in a timely manner
- Lack of consistent use of a standards based classroom (SBC)
- Minimal use of differentiation strategies during instruction
- Minimal use of close reading strategies
- Minimal use of effective strategies that allow to adequately read informational text
- Gradual release of responsibility is not being incorporated during instruction, and the collaborative component is mostly nonexistent
- A need to focus on content specific vocabulary and the varying uses of content specific vocabulary in assessments

Specific Academic Needs Addressed:

Baker studied the results from the State academic assessment, GMAS. The data revealed Baker scored below the system average in most content areas. The school will specifically address the math, literacy, science and social studies content areas.

Georgia Department of Education Title I Schoolwide/School Improvement Plan

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8th Grade Writing Assessment:

The Georgia Eighth Grade Writing Assessment data revealed the following percent of students **did not meet or exceeded standards**:

% Did Not Pass the Georgia Eighth Grade Writing Assessment			
	2012	2013	2014
All	50%	58%	38.8%

The number of eighth grade students at BMS **not passing** the writing assessment decreased last year by 19.2%. BMS did not meet the State performance target of 74%.

CRCT:

The 2013-2014 CRCT data revealed the following percent of students **did not meet or exceeded standards**

% Not Met on the CRCT District, All, and Subgroups						
Grade 6	District	All	EL	SWD	Black	Hispanic
Reading	5%	13%	20%	42%	13%	7%
ELA	13%	25%	40%	58%	28%	15%
Mathematics	26%	59%	50%	80%	60%	48%
Science	38%	71%	75%	86%	76%	63%
Social Studies	31%	64%	75%	81%	69%	43%
Grade 7	District	All	EL	SWD	Black	Hispanic
Reading	9%	28%	31%	35%	29%	30%
ELA	10%	25%	31%	32%	25%	32%
Mathematics	19%	43%	50%	48%	42%	47%
Science	23%	43%	54%	61%	45%	40%
Social Studies	21%	64%	77%	82%	65%	63%
Grade 8	District	All	EL	SWD	Black	Hispanic
Reading	4%	11%	50%	53%	9%	12%
ELA	8%	19%	75%	74%	17%	29%
Mathematics	28%	63%	100%	89%	66%	58%
Science	35%	66%	83%	93%	66%	60%
Social Studies	26%	51%	100%	83%	51%	60%

Major Strengths

The major English language arts strengths were in the eighth grade. Eighty-one percent (81%) of the students met or exceeded standards. The major mathematics strengths were in the seventh grade. Fifty-seven percent (57%) of the students met or exceeded standards.

Major Challenges



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The major English language arts needs were in the sixth and seventh grades. Seventy-five percent of the students in both grades met or exceeded the standard. The major mathematics needs were in the eighth grade. Thirty-seven percent (37%) of the students met or exceeded standards.

Specific Academic Needs Addressed

Scores from the 2013-2014 mathematics Criterion Referenced Competency Test (CRCT) demonstrated that students were performing below average as compared to the district and state. The root causes determined were a need for teachers to deepen their understanding of the Common Core Georgia Performance Standards (CCGPS) curriculum, a need to provide rigorous instruction, and a need to strengthen the students' basic fundamental skills particularly in numbers and operations and algebra. There is also a need to strengthen content vocabulary in all areas.

College and Career Readiness Performance Index (CCRPI) Comparison								
Year	Achievement Points	Progress Points	Achievement Gap Points	ED/EL/SWD Performance Points	Exceeding the Bar Points	Challenge Points	CCRPI Scores	Change from 2013
2012	25.7	14.1	5	7	.5	1.2	46	
2013	30.6	13.5	4.0	0.0	0.5	0.5	48.6	2.6
2014	31.5	12.9	5	0.0	0.0	0.0	49.4	0.8
School Climate								
Overall Survey Score						52.804		
School Discipline (weighted suspension rate)						0		
Safe and Substance Free Learning						84.798		
School Wide Attendance						91.917		
Average of 4 areas above						57.4		
Additional Considerations (includes Personalized Climate, Race/Ethnicity Disproportionality for Discipline, and Unsafe School Choice Option)						0		
Final Score and Rating						57.4 ★		































Data from the College and Career Readiness Performance Index (CCRPI) indicate Baker's overall CCRPI score is 49.4. The achievement points increased by 1 point and progress points decreased by 0.6 points from 2013 to 2014. The overall CCRPI score indicates a need for more rigorous instruction and intensive intervention in all areas for all subgroups.

Research has found that schools with positive school climates tend to have better test scores and graduation rates; in contrast, schools with negative school climates as a result of unsafe or hostile environments tend to have lower academic performance. Schools received a 1-5 star rating, with five stars representing an excellent school climate, and one star representing a school climate

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most in need of improvement. Baker Middle School had a 1 Star Rating, indicating a need for an effective proactive and data-driven school-wide system promoting positive behavior, with a focus on prevention of inappropriate behaviors, AND a defined set of universal behavior actions, the use of a common language, and positive staff-to-student interactions.

	ELA	Reading	Math	Science	Social Studies
Black					
Hispanic					
ED					
EL					
Multi-Racial					
SWD					

In addition, the CCRPI red performance flags indicate the Black, Hispanic, Economically Disadvantaged, SWD, and EL subgroups met the Participation Rate, but did not meet either the State or Subgroup Performance Targets. The yellow flag indicate the multi-racial subgroup met the Participation Rate and State Performance Target, but not the Sub-Group Performance Target. BMS does not have enough students to generate a White population.

Within the SWD subgroup are students who were administered the Georgia Alternate Assessment (GAA). All, (100%) of the students assessed, met or exceeded the standards.

The following goals were established based on the root causes listed above:

- Using the results of the spring 2015 administration of the Georgia Milestones Assessment as a baseline, in the area of mathematics, the overall score for each grade level, 6th – 8th, will increase by 5% on the spring 2016 administration of the Georgia Milestones Assessment.
- Using the results of the spring 2015 administration of the Georgia Milestones Assessment as a baseline, in the area of English language arts, the overall score for each grade level, 6th – 8th, will increase by 5% on the spring 2016 administration of the Georgia Milestones Assessment.

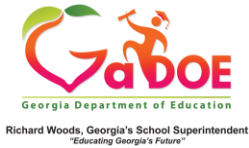
Baker based the SWP on information about all students in the school and identified students and groups of students who are not yet achieving to the State academic content standards and the State student academic achievement standard.



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Georgia Department of Education Title I Schoolwide/School Improvement Plan

Baker Middle School School Improvement Action Plan Math

School-wide Problem-of-Practice: <i>(Abbreviated Data Analysis Narrative)</i>	Scores on the Georgia Milestones Assessment, in 6 th – 8 th grade mathematics, show a minimal percentage of students at the proficient learner category and above. The root causes determined were: sporadic use of formative assessments and checks for understanding, lack of problem solving skills, a need to incorporate rigorous classroom activities to challenge students, a need to effectively utilize a standards-based classroom (SBC) model, a need to differentiate instruction, a need to focus on content specific vocabulary and the varying uses of content specific vocabulary in assessments, a need for teachers to deepen their understanding of the Georgia Standards of Excellence (GSE) curriculum, a need to provide formative instructional practices (FIP), and a need to strengthen the students' basic fundamental skills.			
Department/Grade Level:	6 th – 8 th Mathematics			
SMART Goal Statement # __1__	Using the results of the spring 2015 administration of the Georgia Milestones Assessment as a baseline, in the area of mathematics, the overall score for each grade level, 6 th – 8 th , will increase by 5% on the spring 2016 administration of the Georgia Milestones Assessment.			
System Focus Area Alignment	<input checked="" type="checkbox"/> Response to Intervention <input checked="" type="checkbox"/> Co-Teaching <input checked="" type="checkbox"/> Standards Based Classrooms <input checked="" type="checkbox"/> Gradual Release of Responsibility			
Georgia Keys Alignment	<input checked="" type="checkbox"/> Curriculum <input checked="" type="checkbox"/> Instruction <input checked="" type="checkbox"/> Assessment <input checked="" type="checkbox"/> Planning & Organization <input checked="" type="checkbox"/> Professional Learning _____ Leadership _____ Student, Family & Community Support _____ School Culture			
Prioritized Strategies for Improvement <i>(insert your 1-3 measurable instructional, programmatic, organizational, or leadership strategies)</i>	Results Indicators <i>(a measurable, percent, increase in student learning results)</i>	Primary Leadership/ Budget <i>(Designate the team, teacher and/or leader responsible, insert budget and projected costs)</i>	Evidence <i>(Create descriptors of proficient teacher/leader practices to look for.)</i>	Artifacts <i>(Insert what student/adult data you will monitor)</i>
Apply Math Design Collaborative	<ul style="list-style-type: none"> Increase in student test scores (formative, summative) Increase in GMA – EOG math scores 	Math teachers Regional Math Academic Coach Academic Dean	Teachers will: Implementation of the five formative assessment strategies associated with	Student work samples, lesson plans, Focused Walk Forms



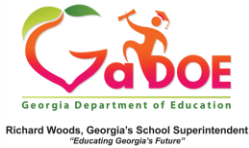
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	<ul style="list-style-type: none"> Increase the number of students that are proficient or above on formative and summative assessments 		Math Design Collaborative (MDC) Students will: Engage in accountable talk	
Utilize co-teaching	<ul style="list-style-type: none"> Increase in student test scores (formative, summative) Increase in GMA – EOG math scores Increase the number of students that are proficient or above on formative and summative assessments 	Math teachers Regional Math Academic Coach Academic Dean	When co-teaching is implemented: The general education and special education teachers will teach using various co-teaching models Collaborative planning The students will: Engage in learning and receive support from both teachers	Collaborative lesson plans Co-teaching Focused Walk Forms
Effective use of the data team cycle	<ul style="list-style-type: none"> Increase in student test scores (formative, summative) Increase in GMA – EOG math scores Increase the number of students that are proficient or above on formative and summative assessments 	10,000 Title I for PD, planning, substitutes, and stipends 10,000 Title I for instructional resources Math teachers Regional Math Academic Coach Academic Dean	Teachers will: Develop and use common assessments Make inferences Address misconceptions Implement research-based strategies to drive instruction Students will: Self-asses their work and the work of others Engage in flexible groups Be able to answer DOK level 2 and 3 constructive response questions	Data team meetings sign-in sheets, minutes and agendas, Samples of student work Item analysis Assessment results
Positive Behavioral Interventions and Supports (PBIS)	Decrease in the number of students referred to the office and decrease out-of-school suspensions	Teachers (Regular and Special Education) Assistant Principal Principal	Teachers will create a positive, preventative set of practices to manage behavior that includes: Creating rules & expectations that are consistently & fairly	Infinite Campus behavior reports Parent contact logs Student recognitions for positive behavior

Georgia Department of Education Title I Schoolwide/School Improvement Plan

		Academic Dean	applied throughout all settings; Actively teaching the behaviors & routines in the same way as core academic subjects; Acknowledging & recognizing people for doing the RIGHT thing.	
LTS Stride Academy Software Program	Increased assessment scores on district common benchmark assessments, classroom assessments, Student Learning Objectives and Georgia Milestone Assessment scores	Classroom teachers Regional Academic Coaches	Teacher will monitor student usage while on the computer, and make instructional decisions based on observations. Students will engage in the Stride program, and demonstrate growth.	Focus walks reflect use of the program Lesson plans denote use of the program School report detailing use of the program
What are some things you anticipate you will need to do to ensure success? (<i>Identify professional development expectations, effect and cause data collection frequency and practices, resources, etc.</i>)				
To ensure success, teachers and/or administrative team at BMS will: Conduct Focused Walks and provide feedback, monitor instruction, conduct data team meetings and maintain data notebooks, seek support from the district, review lesson plans and provide feedback, protect common planning to support collaboration, and provide math training and resources. An intervention teacher(s) and paraprofessional(s) will be needed to work with students, struggling with standards, in small groups. All struggling students will be offered afterschool, Saturday, and summer instruction, which will focus on previewing and remediating standards.				



Georgia Department of Education Title I Schoolwide/School Improvement Plan

Baker Middle School School Improvement Action Plan Literacy

School-wide Problem-of-Practice: <i>(Abbreviated Data Analysis Narrative)</i>	Scores on the Georgia Milestones Assessment, in 6 th – 8 th grade English language arts, show a minimal percentage of students at the proficient learner category and above. The root causes determined were: sporadic use of formative assessments and checks for understanding, a need to incorporate rigorous classroom activities to challenge students, a need to effectively utilize a standards-based classroom (SBC) model, a need to differentiate instruction, a need for teachers to deepen their understanding of the Georgia Standards of Excellence (GSE) curriculum and a need to provide formative instructional practices (FIP). In addition, there is a need to model and implement Comprehensive Instructional Sequence Module (CISM) strategies to strengthen content vocabulary in all areas.			
Department/Grade Level:	ELA (6 th -8 th)			
SMART Goal Statement # __2__	Using the results of the spring 2015 administration of the Georgia Milestones Assessment as a baseline, in the area of English language arts, the overall score for each grade level, 6 th – 8 th , will increase by 5% on the spring 2016 administration of the Georgia Milestones Assessment.			
System Focus Area Alignment	<input checked="" type="checkbox"/> Response to Intervention <input checked="" type="checkbox"/> Co-Teaching <input checked="" type="checkbox"/> Standards Based Classrooms <input checked="" type="checkbox"/> Gradual Release of Responsibility			
Georgia Keys Alignment	<input checked="" type="checkbox"/> Curriculum <input checked="" type="checkbox"/> Instruction <input checked="" type="checkbox"/> Assessment <input checked="" type="checkbox"/> Planning & Organization <input checked="" type="checkbox"/> Professional Learning _____ Leadership _____ Student, Family & Community Support _____ School Culture			
Prioritized Strategies for Improvement <i>(insert your 1-3 measurable instructional, programmatic, organizational, or leadership strategies)</i>	Results Indicators <i>(a measurable, percent, increase in student learning results)</i>	Primary Leadership/ Budget <i>(Designate the team, teacher and/or leader responsible, insert budget and projected costs)</i>	Evidence <i>(Create descriptors of proficient teacher/leader practices to look for.)</i>	Artifacts <i>(Insert what student/adult data you will monitor)</i>
Utilize literacy resources and assessments	<ul style="list-style-type: none"> Increased Lexile Levels Increased GMA (EOG) ELA scores 	ELA Teachers 12,000 Title I	The teacher will assess each student's reading level at the beginning, middle and at the end of the school year. Progress monitor student growth	Lexile Levels GMA Scores



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			Analyze the results of the assessment Use the results to tier students and provide differentiated instruction as needed Students will: Progress monitor their growth Select books to read within their reading range	
Provide high interest and leveled text	Increased Lexile Levels Increased media center circulation Increased GMS ELA scores	All teachers 20,000 Title I	Copy Above Select books to read within their reading range and interest	Lexie levels GMA scores Media Center Circulation
Implement Comprehensive Instructional Sequence Module (CISM)	<ul style="list-style-type: none"> Increased Lexile levels Increased GMA (EOG) reading scores 	All ELA Science, Social Studies, and Connections teachers	The teachers will: Deliver a CISM instructional model once each nine weeks. Students will: Read and take notes Compare notes with peers and compare and contrast Reread text and generate their own questions Respond to each other's questions and generate discussion about the text Use graphic organizer to support their response	Lesson plans Student Work Samples Focused Walk Forms
Effective use of the data team cycle	<ul style="list-style-type: none"> Increase in student test scores (formative, summative) Increase in GMA – EOG math scores Increase the number of students that are proficient or above on formative and summative assessments 	10,000 Title I for PD, planning, substitutes, and stipends 10,000 Title I for instructional resources ELA teachers Regional ELA Academic Coach Academic Dean	Teachers will: Develop and use common assessments Make inferences Address misconceptions Implement research-based strategies to drive instruction	Effective use of the data team cycle

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			Students will: Self-asses their work and the work of others Engage in flexible groups Be able to answer DOK level 2 and 3 constructive response questions	
Achieve 3000	Increased assessment scores on district common benchmark assessments, classroom assessments, Student Learning Objectives and Georgia Milestone Assessment scores Increased number of students reading on their grade Lexile level	Classroom teachers Regional Academic Coaches	Teacher will monitor student usage while on the computer, and make instructional decisions based on observations. Students will engage in the Achieve 3000 program, and demonstrate growth.	Focus walks reflect use of the program Lesson plans denote use of the program School report detailing use of the program
Positive Behavioral Interventions and Supports (PBIS)	Decrease in the number of students referred to the office and decrease out-of-school suspensions	Teachers (Regular and Special Education) Assistant Principal Principal Academic Dean	Teachers will create a positive, preventative set of practices to manage behavior that includes: Creating rules & expectations that are consistently & fairly applied throughout all settings; Actively teaching the behaviors & routines in the same way as core academic subjects; Acknowledging & recognizing people for doing the RIGHT thing.	Infinite Campus behavior reports Parent contact logs Student recognitions for positive behavior
What are some things you anticipate you will need to do to ensure success? <i>(Identify professional development expectations, effect and cause data collection frequency and practices, resources, etc.)</i>				
To ensure success, teachers and/or administrative team at BMS will: Conduct Focused Walks and provide feedback, monitor instruction, conduct data team meetings and maintain data notebooks, seek support from the district, review lesson plans and provide feedback, protect common planning to support collaboration, and provide literary training and resources. An intervention teacher(s) and paraprofessional(s) will be needed to work with students, struggling with standards, in small groups. All struggling students will be offered afterschool, Saturday, and summer instruction, which will focus on previewing and remediating standards.				

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2. Schoolwide reform strategies that:

Response: Researched-based instructional strategies will be implemented to ensure that supplemental academic intervention/acceleration is impactful and designed to support students in meeting academic performance goals.

- 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).

Response: The ways in which Baker 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, are:

- Gradual Release of Responsibility as documented in "Better Learning" by Douglas Fisher and Nancy Frey
- Standard-based Classroom Model
- Response to Intervention (RTI)
- Co-teaching
- Differentiated Instruction
- Data Teams
- Increased Learning Time
- Positive Behavioral Interventions and Supports (PBIS)
- Communities in Schools
- Whole School Transformation (including implementation of effective academic and behavior strategies from the Ron Clark Academy)
- Achieve 3000
- LTS Stride Academy Software Program

- Use effective methods and instructional strategies that are based on scientifically based research that:
 - 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

Response:

The following are examples of the scientifically-based research supporting Eddy's effective methods and instructional practices or strategies:

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Gradual Release of Responsibility - To gradually release responsibility is to equip students with what they need to be engaged and self-directed learners. On a day-to-day level, it means delivering lessons purposefully planned to incorporate four essential and interrelated instructional phases, *Focused Instruction*: Preparing students for learning by establishing lesson purpose, modeling strategies and skills, thinking aloud, and noticing how students respond; *Guided Instruction*: Strategically using prompts, cues, and questions to lead students to new understanding; *Collaborative Learning*: Allowing students to consolidate their understanding through exploration, problem-solving, discussion, and thinking with their peers; *Independent Learning*: Requiring students to use the skills and knowledge they've acquired to create authentic products and ask new questions. Better Learning. (Fisher & Frey, 2013)

Standards Based Classroom Instruction – When standard-based instruction is being implemented the subject, standard (or learning target(s) and essential question(s)) and description -- should be written in a visible spot where students can see and read it, such as on the front board. Lesson objectives should also be written in accordance to the standard being taught. Teachers should refer to and explain the learning target(s) by writing and speaking a statement like, "I can learn the difference between adjectives and verbs by finding and differentiating them in sentences." This helps students understand the purpose of the lesson and what they are supposed to do, giving students more focused and less abstract learning. A Comprehensive Guide to Designing Standards-Based Districts, Schools, and Classrooms. (Marzano & Kendall, 1996)

Response to Intervention (RTI) - RTI is a school-based, multi-level prevention system to maximize student achievement and reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness. The four essential components of RTI, as outlined by the National Center on Response to Intervention, are:

- Multi-level prevention system
- Universal Screening
- Progress Monitoring
- Data-Based Decision-Making

Co-teaching - People involved in co-teaching classrooms feel the practice provides benefits for everyone involved. Students reported receiving more help in co-taught classes; they also reported learning more. Teachers reported increased knowledge in their co-teaching partner's area of expertise. (Scruggs, Mastropieri, & McDuffie, 2007)

Differentiated Instruction – Research states, "Differentiating instruction makes grouping flexible." Teachers allow students to work alone sometimes and also in groups based on readiness, interests, or learning styles. Teachers use whole-group instruction for introducing ideas, planning, or sharing results. Teachers see themselves as guides. They help students set

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goals based on readiness, interests, and learning profiles and assess based on growth and goal attainment. (Tomlinson, Carol A., 2013)

Data Teams - Data Teams are an effective way to monitor student achievement. They occur on district, school, grade and/or content levels. At the grade or content level, teachers collaboratively analyze data from multiple data sources that include District Benchmark, State Assessments, DIBELS, and other common formative assessments, identify strengths of learning and obstacles to student learning and determine instructional research-based instructional strategies that will best address their students and learning objectives. Teachers reconvene to analyze the effectiveness of the instructional strategies selected and implemented at the previous data team meeting by examining student performance data that was measured using common assessments. School and District Data Teams are also used to develop and monitor improvement. (White, I., 2013)

Increased Learning Time – Programs that extend students' exposure to instruction beyond the traditional school day and, in some cases, beyond the traditional school year. The most commonly adopted approaches include: Out-of-school programs: enrichment and academic programs that operate during the school year but outside regular school hours. These programs may take place before school, after school, or during weekends; Summer schools: study programs held during the summer, mainly for supplementary and remedial study; Expanded learning time: schools that increase the number of hours in the school day or the number of days in the school year for all students in one or more grade levels. (Kidron and Lindsay, 2014)

Baker will increase the amount and quality of learning time through the following:

- Extended Day – Extended Day (Increased Learning Time) will be offered to provide additional instruction during the school day, and on Saturdays, for students in need of academic intervention and/or acceleration.
- Extended Year – Extended Year (Increased Learning Time) will be offered during the summer for students who have performed below grade level and who meet the requirements of this opportunity.

Positive Behavioral Interventions and Supports (PBIS) - PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. PBIS is not a packaged curriculum, scripted intervention, or manualized strategy. PBIS is a prevention-oriented way for school personnel to (a) organize evidence-based practices, (b) improve their implementation of those practices, and (c) maximize academic and social behavior outcomes for students. PBIS supports the success of ALL students.

Communities in Schools - Communities In Schools surrounds students with a community of support, empowering them to stay in school and achieve in life. An evidence-based approach, adapted to meet each community's unique needs, is the foundation used to support the many children who face challenges both inside and outside the classroom.



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Whole School Transformation - There are three general types of school transformation approaches. These approaches include scripted programs, purchased programs and interventions, and capacity building programs. A capacity building program is the most beneficial for the school system in that it invests in people, addresses the underlying culture of the school, and it develops strong leaders with a side benefit of establishing a leadership pipeline through strengthened principals, assistant principals, coaches, and teacher leaders.

Achieve 3000 – Achieve 3000, a capacity building program, online methodology for differentiated instruction provides engaging, nonfiction content that supports core curriculum, Response to Intervention, English language learning, special education, workforce readiness, and other instructional models. It features comprehensive English and Spanish language support and extra scaffolding for struggling readers, these are aligned with the State Standards for English language arts as well as state standards for literacy and the content areas. Achieve 3000 supports 21st century education initiatives across content areas and is helping to put all students on the road to College and Career Readiness.

LTS Stride Academy Software Program

Stride Academy is an adaptive learning solution that quickly accelerates learning with engaging curriculum aligned to the common core designed to address the depth of knowledge needed for the more challenging learning standards. Stride Academy contains the following: video lessons and customized study guides created by teachers in the field, game-based rewards and incentives that motivate students to stay on task, detailed student progress reports that help instructors assess student needs, and seamless integration between PC, Mac, tablets, and mobile devices.

- 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

Response:

In a comprehensive developmental counseling program, school counselors organize their work schedules around the following basic interventions:

- Individual counseling
- Small group counseling
- Classroom guidance
- Consultation
- Coordination

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- 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

College and Career Ready Performance indicators: Percent of students completing 2 or more state defined career related assessments/inventories by the end of grade 8; and, percent of students with a complete state defined Individual Graduation Plan (IGP) by the end of grade 8.

- 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.

Response:

Students with Disabilities

A continuum of services is provided for all students with disabilities by the inclusion and pull-out models. Highly qualified teachers facilitate instruction in the least restrictive environment for learners. A Placement Committee makes data-driven recommendations to maximize each student's learning potential utilizing the Pyramid of Intervention. The Placement or Individual Education Plan (IEP) Committee is comprised of the parents of the student, all teachers of the student, administration, psychologist, representative from the Local Education Agency (LEA), and other support or related services personnel who are identified as a need for the student. Unless otherwise warranted, the IEP or Placement Committee will design an IEP that include standards-based SMART goals and objectives to be implemented in the least restrictive environment. If eligible, students with disabilities will be recommended for Extended School Year Services (ESY) when deemed necessary.

School personnel works collaboratively to ensure all needs of students are addressed through several safety nets. Safety nets could include Pyramid of Intervention, Student Support Team, Response to Intervention, Differentiated Instruction, Title I paid teachers, academic coach, parenting liaison and after school tutorial program.

Pyramid of Intervention

The Pyramid of Intervention is utilized as part of the protocol in addressing targeted weaknesses in students' performance.

Differentiated Instruction

Differentiated Instruction addresses the individual needs and learning styles of students through various instructional strategies and activities. Highly qualified teachers and paraprofessionals

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guide students in utilizing preferred learning styles, modalities, and intelligences.

Neglected or Delinquent

The purposes of Title I, Part D are to: (1) improve educational services for children and youth in local and State institutions for neglected or delinquent children and youth so that they have the opportunity to meet the same challenging State academic content and State student achievement standards that all children in the State are expected to meet; (2) provide these children with services to enable them to transition successfully from institutionalization to further schooling or employment; and (3) prevent at-risk youth from dropping out of school as well as to provide dropouts and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education.

Muscogee County School District will provide a free and appropriate public education for children whose primary residence is a facility or treatment center for neglected children. Many children residing in facilities range between sixth through twelfth grades. Students attend schools throughout the geographical area of the district. These students will be evaluated by means of the same assessment instruments as other scholars to measure academic achievement. School personnel will follow district, State, and federal guidelines to ensure students meet state standards established for all learners.

Participation in parental involvement opportunities offered by the district as well as school-based activities will be available for directors and personnel from each residential facility or treatment center. Further parental assistance may be provided by means of parenting materials, resources and supplies available for all parents of students enrolled in schools within the district. Additional support for neglected children may be available from the Title I Office.

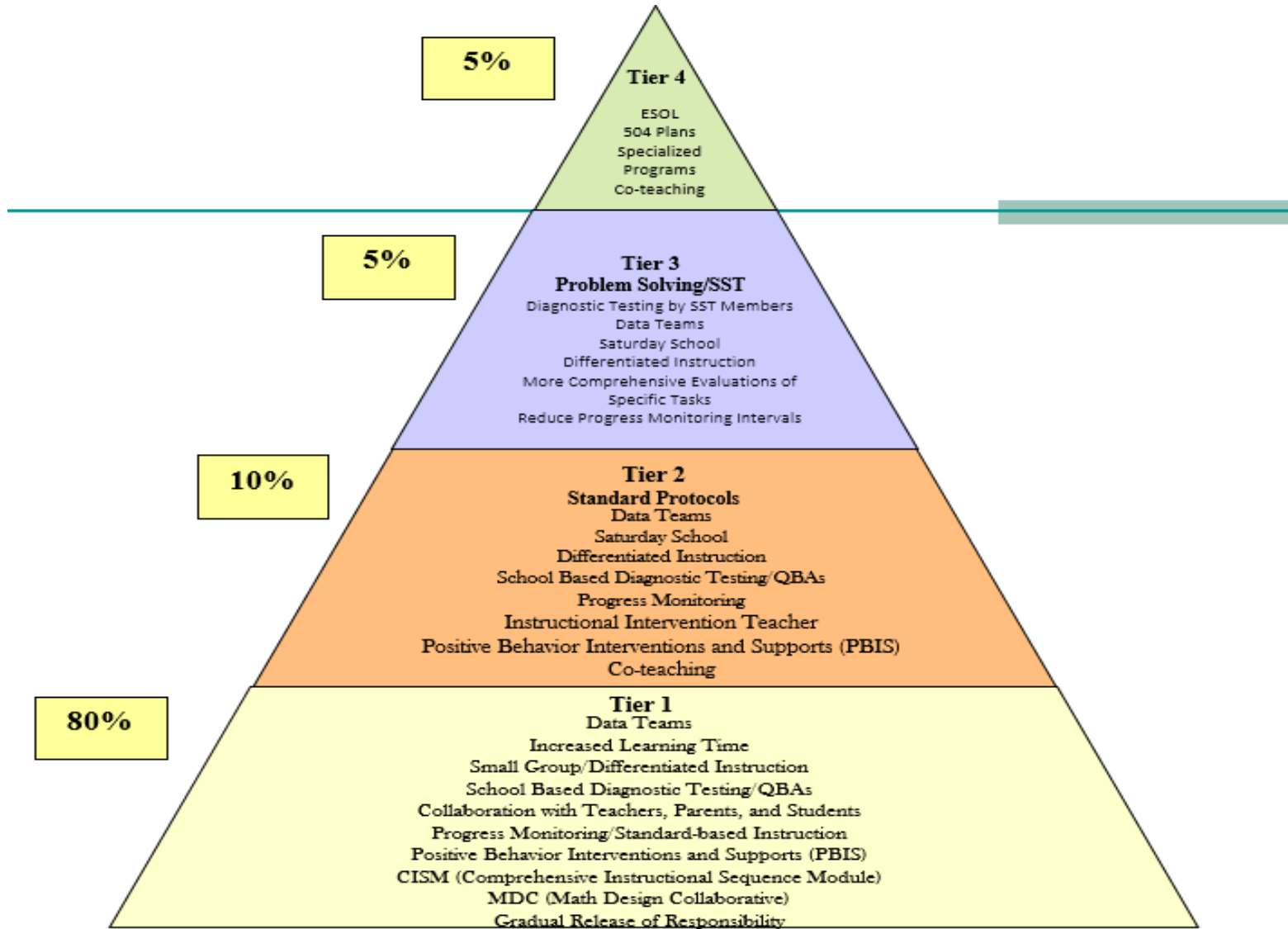
English for Speakers of Other Languages (ESOL)

Language support for English Learners (EL) will be provided in accordance to Title III laws and mandates by the Civil Rights Office. A faculty representative receives training from the Local Education Agency (LEA) and Georgia Department of Education Title III to serve as the English for Speakers of Other Languages liaison.

At-Risk Students

The Prevention and Intervention Programs for Children and Youth Who Are At-Risk of not meeting standards set by the Georgia Department of Education are provided academic supports for success. State funds may be utilized to provide students additional assistance to improve achievement, meet standards, or exceed standards.

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3. Instruction by highly qualified professional staff

Response:

- The MCSD Human Resources Division works to hire highly qualified teachers in all schools.
- Principals are responsible for recommending employees and assigning them areas in which they will remain highly qualified.
- The MCSD Human Resources Division and the MCSD Professional Learning Department work with schools to ensure that all persons paid with Title I funds are highly qualified at the time they are hired.

4. In accordance with Section 1119 and subsection (a)(4), high-qualified 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.

Response:

A. The school will include teachers, principals, paraprofessionals, and, if appropriate, pupil services personnel, parents, and other staff in the following professional development activities. The professional development will be designed to address the root causes of the identified needs of the school.

B. The school will align professional development with the State's academic content and student academic achievement standards for greatest student academic achievement.

C. The school will devote sufficient resources to carry out effective professional development activities that are primarily job embedded and address the root causes of academic problems.

- Professional materials and supplies job-embedded on-site training
- Resources for classrooms to carry out the implementation plans
- Redelivery of workshops and meetings that teachers attend
- Evaluations which reflect implementation of research-based practices
- Data team meetings and grade level meetings
- Title I pays for intervention teachers and instructional paraprofessionals
- Money for contracted services, conferences and workshops have been allocated

D. The school will include 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.

- The school will provide professional learning opportunities in the use of data driven instruction to improve individual student achievement and the overall instructional program.
- Teachers will participate in professional learning activities on the use of academic assessments to drive the instructional program. Teachers will learn how to use



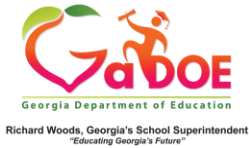
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4. In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

assessments to determine long range plans at grade level meetings.

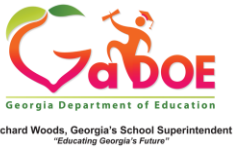
- Assessment drives the selection and attendance at professional learning. Day to day formative and summative assessment in the classrooms is the initial source of information provided to teachers about student learning. The next line of information comes when teachers meet, review and plan instruction based on student performance on various assessments in preparation for the Georgia Milestones Assessment System (GMAS) given in the spring of the year.
- Data from these various sources will help the school determine the SMART goals for the year and what types of professional learning will be needed to address the goals. The data sources will provide evidence of improvements in student learning as a result of faculty and staff participation in professional learning opportunities.



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Baker Middle School Professional Development Plan

Professional Development Goal 1: <i>(Aligned to the School Improvement Plan)</i>	The professional development goal for BMS is to increase the average number of teachers rated proficient in the areas of differentiation, assessment uses, academically challenging environment, and positive learning environment.				
Knowledge: <i>(What new knowledge will result from the professional development effort that addresses this goal)</i>	Teachers will use assessments to provide data driven instruction, gain a clearer understanding of how to implement differentiated lessons that meet the needs of all learners, and provide positive behavior and interventional support (PBIS) to create an academically challenging environment.				
Skills: <i>(What new skills will result from the professional development effort that addresses this goal)</i>	Teachers will implement strategies that include differentiated instruction, effective assessment uses, and Positive Behavior Interventions and Support (PBIS) to enhance an academically challenging environment.				
Aligned Professional Development	Results Indicators <i>(a measurable, percent, increase in adult/student learning results)</i>	Primary Leadership <i>(Designate the team, teacher and/or leader responsible)</i>	Intended Audience <i>(Stakeholders)</i>	Timeline <i>(Include completion date)</i>	Resources/ Budget <i>(people, materials, time, budget projected cost)</i>
Participate in training at the Ron Clark Academy to support Whole School Transformation	<ul style="list-style-type: none"> • Increased assessment scores on district common benchmark assessments, classroom assessments, Student Learning Objectives and GMAS scores. 	Principal Assistant Principal Academic Dean Leadership Team	Key leadership and faculty members	September 2015- June 2016	Grant funded
Implement Positive Behavior Interventions and Supports (PBIS)	<ul style="list-style-type: none"> • Decrease out of school suspensions by 5% • Increase student participation in behavior incentive opportunities (Positive Interventions) 	Academic Dean Assistant Principal Counselors	All Faculty and Staff	September 2015- June 2016	Grant funded



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<p>Provide off and on-site training on research based practices to address differentiation, assessment uses, and academically challenging environment</p>	<ul style="list-style-type: none"> • Increased Lexile student measures • Increased summative and formative assessment scores 	<p>Regional Educational Services Agency (RESA) representative Regional Academic Coaches District level supports</p>	<p>All teachers</p>	<p>August 2015- May 2016</p>	<p>PD 360 Common Planning</p> <p>\$30,000 for Substitutes, stipends, professional development resources, contracted services</p>
<p>Teachers will participate in professional development on gradual release of responsibility as outlined in “Better Learning,” by Douglas Fisher and Nancy Frey</p>	<p>Increased assessment scores on district common benchmark assessments, classroom assessments, Student Learning Objectives and GMAS scores.</p>	<p>Academic Coach</p>	<p>Classroom teachers</p>	<p>August 2015 – May 2016</p>	<p>Academic Coach</p>
<p>How will you monitor the implementation to confirm impact on classroom practice? <i>(Evidence through work product, evidence through observation, etc.)</i></p>					
<p>The impact on classroom practices will be monitored and confirmed by: Lesson plans, evaluations, focused walk data, RESA support, student work samples, discipline reports, and student achievement data.</p>					

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5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Response:

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

- Maintain a district website to provide information for prospective employees along with a teacher recruitment video that prospective employees may view
- Host an annual "New Teacher Recruitment Fair"
- Implement a high quality teacher mentoring program that will work well with Human Resources and the Professional Learning Department to ensure highly qualified teachers are hired.
- Offer best practices institutes through the Professional Learning Department to help teachers attain the PLU's necessary for re-certification.

Strategies to maintain highly-qualified teachers are:

- Provide on-site teacher mentors (Teacher Support Specialists) for induction level teachers
- Offer job embedded professional learning
- Provide common grade level planning time
- Provide teacher support and feedback through on-site academic coaches
- Maintain a clean, welcoming environment
- Maintain a positive faculty/administration relationship
- Recognize exemplary teachers and practices

6. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.

Response:

- A.** The school will involve parents in making purchases impacting parent engagement. The Parenting Specialist will dispense parent surveys regarding how to use the Title I - 1% parent set aside funds. The Parenting Specialist will collect and analyze the data from the parent surveys. The data from the parent surveys will determine how the Title I - 1% parent set aside funds allocated to the school will be expended.
- B.** The school will involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of school-wide programs and the school parental involvement policy by sharing information at the Title I Annual Parent Meeting, Title I family engagement workshops, and through Title I parent surveys.
- C.** The school will update the school parental involvement policy periodically to meet the changing needs of parents and the school and distribute it to the parents of participating children. The parental involvement plan will be available to all stakeholders by: posting the revised policy on website, sending the policy home with a cover letter, and including the policy in the school's handbook. Copies of the parent involvement policy will be housed in the front office, parent resource room,

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and media center. The policy will also be available at all Title I family engagement workshops throughout the school year.

- D.** The school will conduct an annual 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 and the school parental involvement policy, the school-wide plan, and the school-parent compact and encourage and invite all parents of participating children to attend by conducting a Title I Annual Parent Meeting in the fall of the school year to share Title I information. Each parent will receive a Title I brochure at the meeting. The brochures will be housed in the front office, parent resource room, and media center for parents who were unable to attend the annual meeting. The Title I brochure will also be posted on the school and district website.
- E.** The school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I. The school will survey parents to determine the needs of the parents at the beginning of the school year.
- F.** The school will provide parents of participating children with timely information about the Title I program, a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet, and provide opportunities for regular meetings. If requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child, and respond to any such suggestions as soon as practicably possible, by providing a feedback card at the end of each workshop or activity. The suggestions and comments will be kept on file at the school. The school will also maintain communication logs to address any concerns parents may have throughout the school year.
- G.** The school will jointly develop with parents of participating children a school-parent compact which outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The school-parent compact will be an agreement that parents, teachers, and students will develop together. It explains how parents and teachers will work together to make sure all students reach grade-level standards. The compact will be updated annual to address the needs of the parents, students and teachers.
- H.** As appropriate, the school will provide assistance to parents of participating children in understanding the state's academic achievement standards, the state and local academic assessments including alternate assessments, the requirements of Title I, Part A, and progress monitoring of their children, by offering a variety of workshops and activities throughout the school year to share academic information. Parents will also receive information through newsletters, handouts,

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Connect-Ed messages, and school and district website.

- I.** The school will provide materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by maintaining a parent resource room for parents to check out educational materials to use with students at home. Parent Liaisons, Family Services Coordinators will coordinate and conduct Title I family engagement workshops and activities to address the academic needs of the school.
- J.** The school 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 conducting a parent engagement training to all staff in the fall of each school year. The Georgia Department of Education (GaDOE) parent engagement modules will be utilized for training all staff members at the school. The MCSD Title I Parent Coordinator will provide technical assistance to the parent liaisons, family services coordinators and parent contacts during the school year.
- K.** The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head 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 providing opportunities for parents to attend the district and school parent engagement workshops, activities, and events.
- L.** The school 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: posting on the school and district website, sending out newsletters and calendars, extending invitations to parents, publishing flyers, and establishing two-way communication.
- M.** The school 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 working with the ESOL Parent Coordinator, Special Education Parent Mentors, Outreach Coordinator, and translators to meet the needs of all parents.



**Baker Middle School
School Improvement Parenting Action Plan**

School-wide Problem-of-Practice: <i>(Abbreviated Data Analysis Narrative)</i>	Low measures for academics, attendance, and discipline as indicated on the 2013-2014 CCRPI report. The root causes determined were lack of communication, event scheduling conflicts, and unfamiliarity with increased measures of student expectations and proficiency that presented a false sense of student achievement.				
SMART Goal Statement # __ 1 __	Increase the number and flexibility of parental participation events at Baker Middle School through school functions, workshops and activities.				
Prioritized Strategies for Improvement <i>(Insert your 1-3 measurable strategies)</i>	Results Indicators <i>(A measurable, percent, increase in parent involvement/capacity results)</i>	Primary Leadership <i>(Designate the person(s) responsible)</i>	Evidence <i>(Create descriptors of proficient practices to look for.)</i>	Artifacts <i>(Insert what data you will monitor)</i>	Budget <i>(Insert what budget funds will come from and projected cost)</i>
Plan and execute at least ten academic event during the school year (organized by Family Services Coordinator and the respective curriculum department) with parents, students and faculty.	<ul style="list-style-type: none"> • Increased number of flexible parental involvement activities by 5%. • Increased parental participation by 5%. 	Family Services Coordinator Department Chairs	The Family Services Coordinator will collaborate with the Department Chairs to identify the academic focus supported by parenting efforts.	Title I Record of Parenting Activities Event Flyers Event Agenda Sign-in sheets Academic data/information	Title I Parent Set Aside: \$3000.00



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Share academic information with parents via email, newsletters, parent portal, school and classroom websites, Connect Ed., student handbook, Title I School Parent Compact and the Title I Parent Involvement Plan. Information presentation will be varied to support language barriers (i.e. Electronic devices with comparable ESOL translator apps),	Increased methods of communication with multi lingual support	Family Services Coordinator Teachers Counselors	BMS will share information with parents to enhance school climate, culture, and academics.	Electronic communication reports Flyers Newsletters Brochures	Title I Parent Set Aside: \$3000.00
Survey parents to continually assess needs and interests.	Increased in parent attendance by 5%	Family Services Coordinator	BMS will provide events that meet the needs of parents and families. The percentage of parents and families attending will increase	Survey Results Attendance sign-in sheet	Title I Parent Set Aside: \$3000.00
What are some things you anticipate you will need to do to ensure success? <i>(Identify professional development expectations, effect and cause data collection frequency and practices, resources, etc.)</i>					
In order to ensure success, Baker Middle School will need supplies to create the surveys, newsletters, and to use during parent workshops. The school will need all teacher communication logs to ensure meaningful communication is taking place. The Family Services Coordinator will need to attend professional training, such as the Family Engagement Conference, to increase her capacity to support parents.					



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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.

Response:

The school has included plans for students to transition from middle to high school and beyond.

Middle School to High School and Beyond:

- A summer bridge program will be provided for upcoming freshmen.
- Freshman orientation for students and parents is offered prior to the start of school. Topics include attendance, academic success, career opportunities, graduation requirements, and a tour of the school. The orientation will be offered at the beginning of each school year. Expanding this program is an option that will be considered for the upcoming school years.
- Designated counselors and the CTAE supervisor will visit middle schools in the spring of each year to highlight the schools programs and assist rising 9th graders with completing course requests.
- Students have many opportunities at the high school to follow a career pathway in order to assist with transition to the workforce after graduation.
- Work-based opportunities are offered through select career pathways.
- College visits and orientation programs are scheduled through the guidance department for students who desire to continue their education.

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.

Response:

The ways that the school includes teachers in decisions regarding use of academic assessments are:

- The administration, teachers, staff, students, and parents are involved in the on-going formal and informal assessment of student achievement.
- Weekly data team meetings are designed to disaggregate and analyze data on formative and summative assessments.
- Both formal and informal assessments are used to monitor student progress and improve instructional practices.
- The data collected and analyzed are used to assess individual student needs and determine appropriate interventions which will increase student achievement.
- The school will utilize assessments to evaluate the effectiveness of instruction and the strengths and weaknesses of students to enhance learning.
- Teachers will use a wide variety of both formative and summative assessments to identify student progress in order to modify and improve instruction, monitor the implementation of the school improvement plan and short-term action plan, and assist student learning.
- Monthly dates are established to provide a systematic flow of scheduled meetings and events throughout the year. This long range planning establishes the framework for the faculty and staff to collaborate, assess, design instructional strategies, and assessments to

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help students successfully achieve the necessary Georgia Standards of Excellence through carefully planned instruction.

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.

Response:

All students will be given opportunities to be successful and meet state and national standards. The needs of students with disabilities, students with limited English proficiency (LEP), homeless and migrant students will be identified and addressed to ensure that the students have every opportunity possible to be successful in school. Differentiated strategies are used to enable the student to achieve their learning goals. Students with weaknesses, in academic and/or social areas, are identified through on-going monitoring and assessments which include: district benchmarks, universal screeners, Student Support Team (SST), and teacher observations. Teachers will continue to receive training in the identification of students with difficulties and strategies that are appropriate for intervention.

Data Teams are implemented to assist in identifying struggling students and to provide strategies for working with students' weaknesses. The Pyramid of Interventions will be utilized as needed to meet students' individual learning needs.

The importance of professional training is articulated to all stakeholders. Teachers are provided requisite tools to identify the academic weaknesses of the students. Research-based training will be provided in the following areas:

- Data Teams
- Differentiated Instruction Strategies (Universal Design for Learning)
- English Language Learners (EL)
- Students with Disabilities (SWD) disproportionality
- Student Engagement
- Response to Intervention (RTI)
- Co-Teaching
- Literacy Interventions
- Mathematics Interventions
- Cross Curriculum Learning
- Standards- Based Classroom
- Content Knowledge
- Assessment Literacy (Formative Instructional Practices)
- Discipline/Behavior Management (Positive Behavior Intervention Support)

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



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- School-Parent Compacts are agreed upon and signed by all stakeholders. These compacts are housed in the classroom or the parent resource room.
- Teachers keep up-to-date documentation of all teacher-parent conferences. Tier 1 forms are utilized to keep the documentation consistent throughout the school. Any face-to-face or phone conferences are documented, dated, and housed in the teacher's classroom data notebook.
- The school will document meaningful two-way communication between parents and teachers throughout the year.
- Monthly Parent workshops/meetings will be provided by the parent liaison, family services coordinator or parent contacts.
- Parent-Teacher conference notes will be maintained by teachers and administrators
- Progress reports and report cards will be sent to parents.
- Teachers will contact parents in multiple ways (emails, notes, newsletters, face to face, Connect Ed, and phone calls throughout the school year).

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

Response:

Federal, state, and local services and programs are coordinated and integrated into the instructional program aimed at improving student achievement. The school will collaborate with program managers of available funds to prevent duplication of services and effort.

- **Instructional Extension Program (IEP)** funds will be utilized to pay teacher salaries and provide student transportation for an extended day tutorial program for students not meeting standards.
- **Quality Basic Education (QBE)** funds will be utilized to provide personnel, instructional materials, supplies, and services to support instruction.
- **Title I, Part A Programs for Disadvantaged Children** Title I funds provide supplemental instructional personnel, materials and supplies, instructional technology, software and safety net programs.
- **Title II A—Teacher Quality/ Professional Learning** funds are utilized to purchase professional development resources including professional books for book studies.
- **Title III A—ESOL** funds are provided to support English Learners (EL).
- **Race to the Top (RT3)** funds have been utilized to subsidize district-wide professional development.
- **IDEA—Programs for Exceptional Students** funds are federal funds received based on the number of exceptional students in the school. These funds are utilized to provide materials and supplies for teachers of these students.

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



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Response:

After assessment reports for individual students have been received, parents will be provided information concerning the results of the annual review including school performance profiles, individual student assessment results and interpretation of those results. A description and explanation of the school curriculum and the assessments used to measure student progress and the proficiency levels the students are expected to meet.

Assessment results and their interpretations will be shared with parents in a number of ways: during Title Annual Parent Meeting at the beginning of the year, letters, posting on the school's website and in the data room, and during parent-teacher conferences, parent workshops, and PTSA meetings. Test results will also be sent home in either progress reports or report cards.

Parents will be notified of assessment results through parent meetings, report cards, parent-teacher conferences, and written notices. Parents will be notified of GMAS scores as soon as they become available. Both the state department of education and the local school district release test scores to the public via the media.

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

Response:

The State provides collection and disaggregation of student achievement data results on standardized assessments. The state makes efforts to report statistically sound assessment results. Disaggregated reports are published on the Georgia Department of Education (GaDOE) website and released to the news media by the State Superintendent of Education. A link to the GaDOE is provided on the MCSD website. The local television and radio stations and newspapers provide the local citizens with detailed information about test results.

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

Response:

The State makes efforts to report statistically sound assessment results. The Georgia Department of Education (GaDOE) determines the statistical soundness of State-mandated tests. When there is a question of validity of a non-State mandated test or its administration procedures, the Muscogee County School District's Department of Research, Evaluation, and Accountability is available to apply the rules of validity or soundness and provide technical assistance in the process.

14. Provisions for public reporting of disaggregated data.

Response:

The State provides collection and disaggregation of student achievement data results on standardized assessments. The state makes efforts to report statistically sound assessment results. Disaggregated reports are published on the Georgia Department of Education (GaDOE) website and released to the news media by the State Superintendent of Education. A link to the GaDOE is provided on the MCSD website.

The MCSD Director of Communications provides detailed information to local television and



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radio stations, newspapers, and local citizens about test results. Additionally, the director provides media releases that include disaggregated reports of progress.

The Director of Research, Evaluation, and Accountability conducts live presentations of the system's status to the local school Board.

The MCSD will provide an on-line report of student progress to the community. This will be available on the school district website.

School sends letters to parents to inform them of their student's disaggregated data. Teachers are available as needed for conferences to assist parents in understanding their student's scores.

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

Response:

This is a School-wide Program school. The School-wide Program under which the school is operating has an approved plan that was developed over a one-year period with technical assistance provided by an outside educational consultant. The plan is updated by school representatives and it is reviewed by representatives from the Central Office and outside consultants. The review process is conducted annually.

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

Response:

Stakeholders were involved in the development of the plan through several avenues. The Leadership Team of the school includes at least one parent, a teacher representative from each core area, a teacher representative of students with disabilities, school administrators, and academic coaches or school improvement specialists. Stakeholder surveys and questionnaires are distributed and the results calculated to help determine areas for improvement. Teachers and other stakeholders, through representation of the Leadership Team, analyze data and use this analysis to make decisions about goals and strategies for the plan.

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

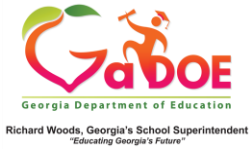
Response:

Once the plan is reviewed and approved by a Central Office review team, it is placed on the Muscogee County School District's website to be viewed by the LEA, public, parents, and other stakeholders. Copies of the plan are located in the school's media center, parent resource room and office and available to parents and visitors upon request.

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.

Response:

The Muscogee County School District will provide a translated version of the School



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Improvement Plan as needed for schools that have a significant percentage of parents who speak a common language other than English.

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

Response:

The school will comply with the provisions of Section 1116 of Title I, Part A-Improving the Academic Achievement of the Disadvantaged of the Elementary Secondary Education Act of (ESEA) of 1965.