Accountability and School Improvement Plan

2015-2016

for

West Chatham Middle School
Savannah-Chatham County Public Schools
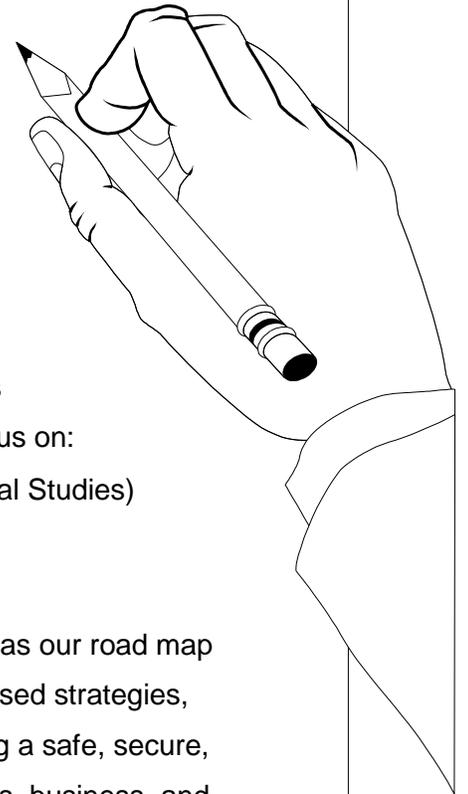
Julian Childers, Principal

Thomas Lockamy, Ed.D. *Superintendent of Schools*

Submission Date: 8-21-15

I.   Principal's Message

Savannah-Chatham
County Public Schools

8-21-15

Dear Stakeholders:

I would like to inform you that our school is engaging in an ambitious school improvement planning process during this year which will focus on:

- All Academic Areas (ELA, Reading, Math, Science, and Social Studies)
- Parent Involvement
- Safe and Orderly School

In many ways, our School Accountability Plan and CCRPI will serve as our road map for continued success. Our plan, which is supported by research-based strategies, will focus on the continuous growth of student achievement, ensuring a safe, secure, and disciplined learning environment, and demonstrating that parents, business, and community members are actively engaged in the educational process. Because we value your input and support, you are invited to join us as we work to make West Chatham Middle School a school of excellence.

Sincerely,

Julian Childers
Principal
West Chatham Middle School

II. Development Plan and Communication Process

Various stakeholders are involved in the school improvement process to ensure that the needs of all students are addressed. The chart below illustrates the diverse group involved with the development of this plan. The plan is reviewed annually and communicated using a variety of formats such as, school website, parent meetings, school newsletters, staff meetings, etc. A comprehensive needs assessment is conducted annually and used to develop the *School Data Profile Narrative*, which helps paint a total picture of the school's progress and tells "the story behind the numbers."

Committee Members/Representation		
Individual/Groups		Title I/Position
Name	**Signature**	**Title**
Laura Hooks		Title 1 Academic Coach
Monique Jackson		Title 1 Parent Facilitator
Leslie White		Assistant Principal
Rachel Hurst		Assistant Principal
Roslind Brown		ELA Chairperson/Teacher
Loretta Lewis		Math Chairperson/Teacher
Jacquelin Harden		Social Studies Teacher
Theresa Luciano		Science Chairperson/Teacher
Shannon Burns		SPED Chairperson/Teacher
Carolyn Tabanico		Parent
Melvin Hooker		Business/Community Partner
Julian Childers		Principal
Debra Grossnickle		ESOL Chairperson/Teacher
Deborah Mangum		Counselor

III. Needs Assessment Data Sources

Continuous Growth of Student Academic Achievement		Safe, Secure & Disciplined Learning Environment
☒ School Demographics (gender, race, poverty rate, etc.)	☐ Advanced Placement Exam Enrollment and Results	☐ Incidents of Physical Violence
☒ SWD Data	☒ HiQ Percentage	☐ Incidents of Possession of Firearms in School
☐ ITBS Data	☒ Percent Staffed by Certified Teachers	☐ Incidents of Possession of Weapons Other than Firearms in School
☐ 3rd grade Writing Assessment	☒ Professional Development Hours and Involvement Related to Academic Achievement	☐ Incidents of Possession of Drugs/Alcohol on Campus
☐ 5th Grade Writing Assessment	☒ Teacher Survey	☐ Hearing Office Data
☐ 8th Grade Writing Assessment	☒ Parent Survey	☒ Incidents of Out-of-School Suspensions
☒ CRCT Data	☒ Student Survey	☒ Incidents of In-School Suspensions
☒ SRI Data	☐ SACS/CASI	☒ Incidents of Expulsions
☒ MAP Data	☒ CCRPI Data	☐ Incidents of permanent Expulsion
☐ Dibels Data	☒ Quarterly Assessment Data	
☐ GKAP-R	☒ Disproportional Data	
	☒ PowerSchool Database Data	

		Other
☐ GHSWT – First Time Pass Rate	☒ Accountability and Assessment website	☒ Parent Involvement Data
☒ EOCT Data (3-years)	☒ Grade Distribution Report	
☒ Gifted Programs Data		
☐ SAT Participation and Results		
☐ ACT Participation and Results		
☐ PSAT Participation and Results		
☐ IB Programs Data		
☐ Post Secondary Enrollment Report		
☐ Dual Enrollment Class Results and Enrollment		
☒ Promotion/Retention Data		
☐ Governor's Honors Program		
☒ Attendance Data for Students and Staff		
☐ Dropout Rate (3-Years)		
☐ Cohort Graduation Rate (3-Years)		

IV. Tier 2 Indicator

Focus Area (#1): <u>**Continuous Growth of Student Academic Achievement**</u>

Based on the data from the comprehensive needs assessment, we prioritized the areas of focus and formulated the corresponding <u>Tier 2</u> indicators/goals and developed strategies with an emphasis on academic achievement. These goals are directly aligned to the District Accountability System (DAS).

GOAL 1.	During the 2015-2016 school year, the percentage of overall students meeting the Gateway Promotion Standard on the MAP (Measures of Academic Progress—Math) will increase from 82% to 87% and a 10% gain in the subgroups of students with disabilities and English Learners will occur. RATIONALE: To begin eliminating the achievement gap between these subgroups and comparable subgroups at the state level on standardized or benchmark measures. Our overall performance during the 2014-2015 school year was 82% meeting the Gateway Promotion Standard; however, our students with disabilities were at 47%; and English Learners were at 45%.

GOAL 2.	During the 2015-2016 school year, the percentage of overall students meeting the Gateway Promotion Standard on the Scholastic Reading Inventory (SRI) (Lexile Score) will increase from 74% to 80%. In addition, we will see a 10 percentage gain in the subgroups of English Learners and Students with disabilities . RATIONALE: During the 2014-2015 school year, 10% of English Learners and 35% of students with disabilities met the Gateway Promotion Standard on the SRI.

GOAL 3.	During the 2015-2016 school year, 95% of our students will participate in our school-wide writing plan and complete at least two mock writing assessments that are able to be scored. All students will have a writing portfolio. RATIONALE: Based on our 8th Georgia Writing Assessment trend data, approximately one-third of our students have historically scored below standard. Therefore, writing is a consistent deficit area. We must prepare students for constructed responses and extended responses on the Georgia Milestones Assessments System (GMAS).

GOAL 4.	During the 2015-2016 school year, the percentage of seventh grade students meeting the Gateway Promotion Requirement MAP/RIT Score of 221 (Math) will increase from 82% to 87%. RATIONALE: Our 2014-2015 numeracy proficiency rate on the MAP Assessment was met by 54% of all 7th grade students, a decrease of 3 percentage points during 2013-2014 school year. Additionally, the percentage of students meeting the promotion requirement on the MAP Assessment decreased by 4 percentage points from 86% in 2013-2014 to 82% in 2014-2015.

Focus Area (#2): <u>**Safe, Secure, and Disciplined Learning Environment**</u>

GOAL 1.	During the 2015-2016 school year, the percentage of students absent 15 days or more will decrease to 8.0%. RATIONALE: Regular school attendance increases student achievement and we want to

	continue to steadily lower our absentee rate. Our absentee rate for the 2013-2014 school year was 9.6%.

GOAL 2.	To reduce the total number of referrals by 30% for the 2015-2016 school year. RATIONALE: In 2014-2015, 350 referrals were submitted and processed. Therefore, the goal is to reduce that number to 245 during the 2015-2016 school year. Academic gains are more significant when discipline factors are reduced.

GOAL 3.	To increase positive interventions within our school-wide discipline plan. Pre and Post surveys will be used to measure the effectiveness of this goal. In the 2014-2015 school year 45% of the staff viewed the PBIS plan as satisfactory. The goal for 2015-2016 is to denote 75% or more a satisfactory rating as it pertains to the PBIS plan. A more active PBIS system will be implement in the 2015-2016 school year. RATIONALE: Positive interventions not only support a reduction in discipline concerns, but achievement is positively impacted.

GOAL 4.	The school-wide safety team will participate in 2 table top and 1 functional activities throughout the 2015-2016 school year to ensure we are in compliance with recognized safety standards. RATIONALE: Increase learning occurs in schools and classrooms that are safe, orderly, and well-disciplined.

Focus Area (#3): Community Engagement

GOAL 1.	During the 2015-2016 school year, we will increase the quantity of parental involvement in parent/family programs from approximately 35% from the previous school year to 45%. RATIONALE: Student achievement and morale increases when parents attend school functions since it reinforces the importance of school and education.

GOAL 2.	During the 2015-2016 school year, we will increase our number of business partners from 8 to 12 or more. RATIONALE: Having business partners participate in school functions allows the staff and students to value community input and suggestions as we prepare students for College and Career Readiness. In addition, some of business/community partners serve as mentors for our students. An increase in business partners will allow for more mentoring opportunities.

Focus Area (#4): Fiscal Responsibility

GOAL 1.	We will be fiscally responsible by making sure that all sponsor activity reports for student activity funds are signed in a timely manner (monthly). Additionally, all financial allocations will align with our school accountability plan and Title I plan. RATIONALE: Adherence to Student Activity Fund District policy. Also, ensuring proper use of allocations.

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Components   **Page**

V. TITLE I SCHOOLWIDE PLAN COMPONENTS
Title I Schoolwide/School Improvement Plan

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: West Chatham Middle School		**District Name: Chatham County**
Principal Name: Julian Childers		**School Year: 2015-2016**
School Mailing Address: 800 Pine Barren Road.Pooler.GA.31322		
Telephone: 912-395-360		
ESEA WAIVER ACCOUNTABILITY STATUS (Check all boxes that apply and provide additional information if requested.)		
Priority School ☐	**Focus School** ☒	
Title I Alert School ☐ ☐ **Not Applicable**		
Principal's Signature:		**Date:**
Title I Program Manager's Signature:		**Date:**
Revision Date:	**Revision Date:**	**Revision Date:**

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.

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:

West Chatham Middle School (WCMS) is located in a rapidly growing western section of Chatham County. The school was built and opened in 1998 on a shared campus with West Chatham Elementary School. The school just completed its sixteenth year. Both residential and commercial construction in the immediate area is resulting in a significant transient student population.

The vision and mission of the school district and school is strongly supported throughout the school building. The school's guiding principle is students first. Decisions made at WCMS can be directly connected to at least one of the school's belief statements. Additionally, our school's motto is "Excellence is our Standard and Mediocrity is Unacceptable." All teachers and students are very familiar with this motto and the commitment to it is obvious.

In the 2014-2015 school year, there was relatively little shift in the teacher population at West Chatham Middle School. The faculty and staff are comprised of 91 employees (70 certified educators and 21 classified staff members). Thirty-five percent (35%) of our teachers hold Bachelor degrees. Forty-five percent (45%) of the certified teachers hold a masters degree. Twenty percent (20%) of the certificated faculty is at Ed.S or Doctoral level.   Twenty (15) have earned the Gifted Endorsement on their professional certificate. Fifteen (15) are ESOL Endorsed. By 2015 100% of the core academic teachers were required to be Reading Endorsed.

The school improvement efforts are multi-faceted to encompass the variety of students within the building. As a result of the aforementioned area construction, both the number of students and demographics continue to change, as they have over the last few years.

Our biggest challenge lies in mathematics performance on the MAP (Measures of Academic Performance) math assessment by our students with disabilities (SWD) population. West Chatham was again identified as a Focus School for the 2015-2016 school year.

For the purpose of determining AYP, the subgroups at West Chatham Middle School are identified by the State of Georgia as: white students, black students, Asian/Pacific Islander, multi-racial, economically disadvantaged students, Hispanic students, English Language Learners (ELL), and students with disabilities.

The 2015-2016 West Chatham Middle School school-wide plan was developed after looking at our data from last year's MAP and SRI testing results. GMAS results and data have not been released for the 2015-2015 school year. Longitudinal data from norm-referenced tests, criterion-referenced tests, such as the CRCT and the Georgia Middle Grades Writing Assessment, were utilized and analyzed to determine the program goals and objectives. The Scholastic Reading Inventory (SRI) scores (Lexile data) and MAP (Measures of Academic Progress—Math data) were also used for the 2015-2016 plan. Other student performance data such as attendance, (both staff and student), course failure reports, discipline statistics, and results from stakeholder surveys. College and Career Readiness Performance Index data was also used. As we work toward the State of Georgia's new index for school success/academic achievement, the graphs below depict our current testing status by subject and grade related to standardized measures:

Historical CRCT data used below. *Current GMAS results have not been released*.

Grade level/ area	*2010*	*2011*	*2012*	*2013*	*2014*
6th					
Rdg.	**81**	**91**	**91**	**91**	**95**
Lang. Arts	**83**	**85**	**80**	**83**	**86**
Math	**66**	**63**	**64**	**68**	**71**
Science	**56**	**54**	**54**	**57**	**63**
SS	**36**	**49**	**48**	**55**	**63**
7th	*2010*	*2011*	*2012*	*2013*	*2014*
Rdg.	**80**	**80**	**90**	**90**	**88**
Lang. Arts	**86**	**83**	**88**	**88**	**89**
Math	**76**	**81**	**86**	**81**	**74**
Science	**62**	**62**	**68**	**67**	**63**
SS	**57**	**59**	**59**	**58**	**63**
8th	*2010*	*2011*	*2012*	*2013*	*2014*
Rdg.	**94**	**90**	**94**	**99**	**95**
Lang. Arts	**86**	**85**	**89**	**94**	**91**
Math	**66**	**60**	**53**	**80**	**70**
Science	**40**	**45**	**55**	**50**	**50**
SS	**48**	**52**	**61**	**68**	**62**

2014-2015 MAP Data (Numeracy on Grade Level)- targets are higher than promotion requirements

Students at *Numeracy* on Grade Level	Grade 6					Grade 7					Grade 8				
	2013	2014	2015	1 Yr Change	3 Yr Change	2013	2014	2015	1 Yr Change	3 Yr Change	2013	2014	2015	1 Yr Change	3 Yr Change
West Chatham Middle	55%	53%	57%	4	2	57%	57%	54%	-3	-3	58%	68%	74%	6	16

2014-2015 SRI Data (Reading on Grade Level)- targets are higher than promotion requirements

Reading *on Grade Level*	Grade 6			Grade 7						Grade 8		
	2014	2015	1 yr Change	2012	2013	2014	2015	1 yr Change	4 yr Change	2014	2015	1 yr Change
West Chatham	65%	74%	9	51%	67%	64%	75%	11	24	69%	75%	6

Our team further analyzed test data according to subgroups. We found concerns in all subject areas with our ELL students and SWD students. This graph portrays disaggregated data in Reading/ELA and Math (includes *2015-2015 SRI and MAP results*):

Rdg/ELA	2010	2011	2012	2013	2014	SRI 2015
All	86.1	85.9	89	95	93	74
Black	86.5	86.7	88	94	93	70
White	88.4	86.7	90	93	95	85
SWD	57.0	58.4	68	80	72	35
Econ. Disadvan.	85.1	84.1	87	92	92	70
ELL	54.2	45.5	69	82	67	10
Hispanic				91	90	50
Multiracial				95	95	81
MATH	2010	2011	2012	2013	2014	MAP 2015
All	71.6	70.7	73	88	71	82

Black	65.2	66.8	71	75	63	82
White	77.6	74.7	75	77	78	86
SWD	34.6	47.5	49	54	71	48
Econ. Disadvan.	68.1	65.1	71	74	74	65
ELL	51.6	24.2	66	55	71	45
Hispanic				74	72	73
Multiracial				80	81	85

8th Grade Writing

Category	**2010**	**2011**	**2012**	**2013**	**2014**
DNM	44	43	33	36	35
Met	55	56	65	64	63
Exceeded	1	1	2	0	2
Met/Exceeded	56	57	67	64	65
<mark>No New Data</mark>					

SRI and MAP Data

School Year	MAP Score Required	SRI Scored Required	Percent Meeting MAP	Percent Meeting SRI
2011-2012	214	807	70	85
2012-2013	216	830	72	70
2013-2014	218	855	75	75
2014-2015	218	855	82	74

In summary, it should be noted that there is strong administrative support for professional development activities both off and on campus. Student progress is consistently monitored through quarterly common assessments, vertical team planning sessions, and common assessments. Tutorials have been implemented for "at risk" students. In addition, we offer the Twilight Program designed for overage students who may be a grade or more behind their peers. This program allows for extra academic support in math and reading. It also allows for 6th and 7th grade students to be midyear promoted and 8th grade students to receive high school credit courses.

Student academic and school success is recognized and rewarded on a quarterly basis. Monthly

newsletters, the school's web site, student led parent conferences, and student work showcases are some of the ways community stakeholders are apprised of the successes posted by West Chatham Middle School students.

This year, we are very proud to continue to support our Parent Involvement Center/PTA Center, which currently features a parent facilitator and learning resources that our parents will find helpful. We set up computers for parents to use to access the internet as well as Power School, so they can see their child's academic progress. In addition, our staff provides website specific content for parents to view/research.

The original West Chatham Middle School Title I school-wide plan was collectively developed by the school Leadership team. The planning commenced during preplanning of this school year and revisions will be made as appropriate after new data analysis.

During preplanning, department chairs disseminated the SRI/MAP data and other data that were available and goals were discussed. This planning continues from year to year with Leadership meetings to analyze the data as it becomes available in order to determine the school's strengths and needs. Parent input has also been sought to aid in the process.

In preparation for this 2015-2016 school wide Title I plan, longitudinal data from norm referenced tests and criterion referenced tests, (CRCT, Georgia Middle Grades Writing Assessment) were utilized and analyzed to determine the program goals and objectives. Other student performance data such as Scholastic Reading Inventory (SRI) data, MAP data, attendance, (both staff and student), course failure reports, discipline statistics, and results from stakeholder surveys were analyzed and utilized by the Leadership Team. As the current school year assessment data become available, the results will be analyzed to determine any changes to be made to this plan.

At the present time there are very few, if any, migrant students at West Chatham Middle School. If and when these students are identified, we will make the same kind of accommodations which have been made as evidenced by the changes already made the last three years to meet the needs of a changing, diverse student population at WCMS.

We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic Content Standards and the State Academic Achievement Standards including students from major racial and ethnic groups, i.e. Asian, White, Black, Hispanic, and "Other." We have also reviewed data pertaining to students with disabilities, students with limited English proficiency, and economically disadvantaged students. In addition we have also looked at the relationship of academic performance posted by male and female students.

The data has helped the school reach conclusions regarding achievement according to various data sets. A few of the conclusions are:

- It is important to use data (MAP, SRI, Compass Learning Pre/Post assessments, etc.), particularly assessment data, on a formative basis to make mid-course corrections. Teachers, students, and parents are able to see tangible results as a result of the data.

- Data should not be used in isolation. Disciplinary actions may have an effect upon attendance data and academic data.

Upon examination of all the data sets we found that the major strengths in our program were:

- The availability of technology in all Mathematics classrooms which includes media carts consisting of laptops, projectors, LCD Projectors, iPads, and ACTIV Slates.

- Our utilization of the Inclusion program and insistence on having only "HiQ" teachers in each classroom.

- Peer Mediation, Conflict Resolution, Anti-bullying, and Mentoring are used with students and parent workshops are focused on these areas as well.

- Our successful implementation of Positive Behavior Intervention Strategies (PBIS).

- Our school attendance percentages are improving each year. Numerous incentive programs are in place to promote regular school attendance. We have also used the services of our school social worker to follow up with attendance concerns.

- Student-Led Conferences are used to improve parent involvement.

The same examination of the data helped us determine our major needs. We prioritized them and included them as part of this plan.

Increasing the access and use of instructional technology has been a focus of West Chatham Middle School over the past four years. This access is needed due to the number of enrolled students. There are over 869 students and 36 core academic classrooms, which means that class sizes are pushed to the maximum. With so many students in each room, utilization of effective teaching strategies that promote engagement is crucial.

Root Causes for Academic Gains	Root Causes for Academic Deficits
Math scores increased as a result of an additional Instructional Focus block designed for students who have traditional scored in the lower percentile on standardized measures and other benchmarks.	Historically, Writing scores have decreased slightly. We attribute the cause to less writing across all content areas and the lack of a formal school-wide writing program. This area of concern is being corrected by the continued implementation of Constructed Responses and Extended Writing in all subjects during the 2015-2016 school year.
Reading scores have increased as a result of implementing the SRA (Scholastic Reading Inventory) program. Students are identified to receive services through this program based on SRA pre-assessments, standardized tests, and Lexile scores.	During the 2014-2015 school year just 10% of EL students met the grade level promotion requirement on the SRI test and just 35% of SWD students met the SRI promotion requirement. Many of the ELL population have arrived to the U.S. in one year or less. Much of the instructional emphasis has been math focused for SWD students. More targeted reading instruction will be provided during the Instructional Focus period to support ELL and SWD students' reading deficits.

The <u>specific academic needs</u> of those students that are to be addressed in the school-wide program plan will be:

- Increasing student achievement in mathematics for all grade levels (numbers and operations and algebra being the main points of emphasis) with a particular emphasis on our SWD, ELL, and ED subgroup.
- Increasing Reading/ELA performance for SWD and ELL students.
- Increasing the number of students in the meeting standard as measured by new the state-wide assessments (GMAS) for all grades and subject areas.
- Increasing student achievement on 6-8th grade academic writing
- Increasing reading fluency and comprehension skills of ELL students.
- Increasing academic skills and achievement of ELL students.

The goals and measurable objectives to address our needs have been placed in our appendices and are in keeping with Georgia Department of Education directions that we establish specific, annual, measurable objectives for continuous and substantial progress by each group of students enrolled in the school that will ensure that all groups of students will meet the state's proficient level of achievement on the local and state academic assessments.

In should be noted that the GA DOE did recognize our school success and increased gains on the attendance indicator and the achievement for our English Language Learners during the 2012-2013 school year and the achievement gap continues to close.

2. Schoolwide reform strategies that:

Response:
The ways in which we will address the needs of all children in the school, **particularly the needs of students furthest away from demonstrating proficiency**, related to the State's academic content and student academic achievement standards are partially addressed in the strategies found under each goal and objective(s) found within this plan.

Some specific instructional strategies include, but are not limited to: the use of student response pads, the use of mathematics manipulatives and geometric calculators to reinforce math concepts and skills, school-wide mock writing tests, Writing Across the Curriculum, the use of common assessments and the data they yield, word walls, Twilight After School Program, Flexible Learning Program, and the Compass Learning Math Computer Program.

The rate and depth of student academic achievement will be measured periodically through various means, particularly the data yielded from common formative and summative assessments, SRI, MAP, and more. During weekly PLC meetings, teachers will share and analyze data. Instructional and curricular issues are discussed and changed, when necessary. The Leadership Team meets every other Tuesday to discuss and make recommendations for adjustments in students' learning environments.

Additionally, we share the district vision that all children can learn. The vision and mission of the school district and school not only is highly visible throughout the school building but is incorporated in the administrative and professional activities throughout the school day. Student progress towards meeting/exceeding standards is constantly monitored and adjustments to student schedules and teaching strategies are made.

- 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:

We will address the needs for all children in the school in order to meet or exceed Georgia's proficient and advance levels of student performance, particularly targeted populations farthest away from demonstrating proficiency, related to State Performance Standards. The ways that we will provide these opportunities are:

- We will utilize the teachers paid with Title 1 monies to provide math strategies in the technology lab and to provide additional remediation to struggling students as the Intervention teachers.
- We will increase the amount and quality of learning time by utilizing the Title 1 funded teachers and the use of small, data-driven needs-based group pull-out interventions and blended learning.
- We will use MAP to access students' math levels and SRI to access students' Lexile levels. These assessments will provide specific data points in order to address individual student needs.
- English Learners will utilize Rosetta Stone and other web-based programs to helps these students become more proficient in English and therefore, succeed at levels to their comparable peers.
- We will use our Parent Facilitator to increase parental involvement, offer more parent workshops, and truly engage parents in their children's education.

- 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:

1. Standards-based Classroom - All teachers will participate in job-embedded professional learning that will take place through PLC's, collaborative planning blocks, peer observations, instructional coaching, workshops, and vertical team meetings. In order to ensure that all learners are engaged in the curriculum, all teachers will implement Common Core with fidelity. In addition, all teachers will participate in collaborative planning teams throughout the year which develop lesson plans, develop and analyze common assessments, examine student work, and monitor student progress through diagnostic, formative, and summative assessments. The collaborative work will be aligned with the school improvement goals. The schedule includes professional learning opportunities through extended time which has been directly embedded into the school calendar.

2. Thinking Maps - Thinking Maps are visual patterns that are linked to thinking processes or cognitive skills.   Research indicates that Thinking Maps allow students to consciously identify the thinking pattern and map it out in order to remember, analyze, and synthesize information into meaningful understandings. West Chatham Middle is committed to providing a common visual language in order to promote continuity of the standards-based curriculum. All certified teachers will be trained in Thinking Maps. In addition, a team of teachers will attend Thinking Maps train-the-trainers' workshop in order to build capacity, provide refresher workshops, and train new hires through PLC's.

3. Document Based Questioning - The DBQ Project is committed to helping teachers implement rigorous writing and thinking activities with students of *all* skill levels. We are guided by the 5 core beliefs below:
1. All students need to learn how to think.
2. Learning to think requires practice.
3. Thinking is hard work.
4. Thinking is clarified by writing
5. Thinking is for everyone.

4. Universal Design for Learning **-** *Universal* Design for Learning is a set of principles for curriculum development that give all individuals equal opportunities to learn.

UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.

- 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 school-wide program which may include:

    o counseling, pupil services, and mentoring services;
    o 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
    o the integration of vocational and technical education programs; and

Response:
Blended learning, Response to intervention, and Professional learning communities are scientifically based best practices that support our instructional practices or strategies. Blended learning instruction offers more choices for content delivery and may be more effective than courses that are either fully online or fully classroom-based (Singh, 2003). According to Senge and Knapp (2003) "research findings have repeatedly confirmed that a significant factor in raising academic achievement is the improvement of instructional capacity in the classroom via professional development." Because not all students learn in the same way, presenting materials in a variety of formats helps maximize student engagement. Teachers will provide on-site

support on a flexible and adaptive as-needed basis through one-on-one tutoring and small group sessions.

- Using the Compass Learning ELA and Math Computer Program.
- Scheduling students with disabilities into the regular education classroom with appropriate supports provided that the least restrictive environment for that student.
- Scheduling students who are struggling in math and/or reading into the appropriate Connections support class, giving the student double instructional time in the subject(s) in which they are struggling.
- The use of additional teachers on staff to reduce class size and offer more individualized instruction. In sixth, seventh, and eighth grade, many students will have a double math to increase academic success.
- Extended day learning opportunities available via afterschool tutorial.
- Weekly PLCs in which teachers meet to discuss lesson planning, common assessments, student work, and data to drive instruction.
- Weekly RTI (Response to Intervention) meetings that include development and monitoring of behavior and academic strategies to ensure the success of all students.
- Weekly Leadership team meetings to make data-driven decisions.
- An extra class period *Instructional Focus* block has been incorporated to allow additional content area support for all students.

- 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:

We will increase the amount and quality of learning time by further reducing classroom interruptions. We will make greater use of both formal and informal assessments to assist student mastery of content standards.

In order for every teacher to be held to the highest standard, department heads will visit classrooms quarterly to assess teacher skills and student involvement.

Teacher and school leadership team will analyze data and reflect on progress towards our student learning goals and on our school improvement plan

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3.   Instruction by highly qualified professional staff

Response:

We will continue to provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. According to the Georgia Professional Standards Commission (2009), to be highly qualified in Georgia, one must, "(a) hold a 4-year college degree, (b) hold a Georgia clear renewable professional teaching certificate, (c) have a major or equivalent in the subject/s they teach and pass the content assessment in the appropriate field/content areas, and (d) be assigned to teach in the area of certification. The teacher must demonstrate a high level of competency in each of the academic subjects in which the teacher

teaches by:
• Passing a rigorous state academic content assessment in each of the academic subjects in which the teacher teaches. In Georgia, this assessment is the GACE examination for the respective subject/s and level; and/or
• Successfully completing, in each of the academic subjects that the teacher teaches, an academic major, a graduate degree, or coursework equivalent to an undergraduate academic major."

Teacher's hold required teaching credentials and all paraprofessionals have passed the required GACE test. In the event that a highly qualified teacher is not available to provide instruction in math or ELA/reading, the parents are informed in writing.

Title 1 Funds support the following positions/teachers: a 0.5 Science teacher, three 0.5 ELA teachers, two 0.5 social studies teachers, and a parent facilitator. Doing so reduces the average number of students per class by approximately 5 students. It helps us bridge the gap between the school, teachers, and parents and helps us communicate academic needs to parents.

All teachers new to WCMS (both beginning and veterans) are assigned a teacher mentor and participate in Thrive and Thrive II.
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Degree/Level of Education	Percentage of Teachers
Bachelors	35%
Masters	45%
Educational Specialist	19%
Doctorate	Less than 1%

100% are Highly Qualified

4.	In accordance with Section 1119and 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:
We have included teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs and district initiatives.

We have aligned professional development with the State's academic content and student academic achievement standards. When selected staff participates in staff development they are required to redeliver their learning/training to staff as appropriate.

After evaluating the most recent data, the following were found to be our professional development needs in order to ensure consistent implementation of these best practices:

- Integration of Technology
- Content Based Training (Differentiated Instruction)
- Thinking Maps

- DBQ
- Differentiated Instruction
- Standards Based Classrooms
- Research-Based Instructional Strategies
- Blended Learning
- Academically Challenging Environments (Rigor/Depth of Knowledge)
- Flexible Learning Programs (Blended Learning)
- Focus Schools
- Co-teaching methodologies
- PBIS
- Youth At Risk
- Response to Intervention
- Classroom Management
- MAP
- Compass Learning
- SRA Training
- RTI
- The Effective Use of Data

The Leadership Team will meet on a regular basis to evaluate current data. Additional professional development may be needed based on that data, and we will differentiate training to meet teacher needs. Training for district initiatives, such as SRI, MAP, Compass Learning, PBIS, will also be provided.

This year, we will provide department chairs and other teacher's time to observe the teachers in their respective departments, to ensure that all teachers are continuing to improve instructional and co-teaching strategies. This is to occur once per marking period for all departments. Therefore, a substitute teacher may be required in the classroom to allow time for observations to occur.

We have included teachers in professional development activities regarding the use of academic assessments. The Leadership Team members represent different sets of staff members. As they review data (school "vital signs") they share those results with their respective constituents.

The administration constantly shares various school data with the entire school community. These data are displayed, where appropriate, in classrooms. Students achieving at high levels are recognized and rewarded for their efforts. Staff is also recognized and rewarded for their accomplishments.

Professional development is provided to staff in the areas specifically identified by school administration, staff requests, GA DOE state facilitators, and constant data review. West Chatham also offers and updates an extensive professional learning library.

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

Response:
Strategies to Attract Highly Qualified Teachers

The teacher attrition rate at West Chatham Middle School commensurate with the district. School staff and administration participate in a number of activities that are designed to attract highly qualified teachers to replace those who have left the school and/or the district. These activities include, but are not limited to: job fairs (both at the district and state level when offered), partnerships with Armstrong Atlantic State University and Georgia Southern University, which include student teacher placement with exemplar teachers, the Savannah-Chatham County Public Schools annual Middle Grades Conference, a working relationship with the HR department, mentoring programs, and the use of rubric-based interview questions.

We believe that, through active networking, use of various media resources to broadcast student and staff successes, as well as other measures that highly qualified teachers will want to become a member of the West Chatham Middle School community of learners.

We have created a comprehensive teacher retention plan that we revisit and revise as needed.

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

Response:
A. We 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 having announced, advertised, and invitational meetings. PTA meetings, student-led parent conferences, extended day activities, and parent workshops and sessions will also be used.

B. We 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 and make the parental involvement plan available to the local community, by website announcements, media advertisements, parent call-outs, newsletters, and flyers.

C. We 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 website announcements, media advertisements, parent call-outs, newsletters, and flyers.

D. We will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, transportation, child care, or home visits, as such services relate to parental involvement by completing a needs assessment via a parent survey and allow parents to RSVP for meetings.

E. We 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 scheduled meetings. Meetings will be announced in a timely manner via website, morning announcements, call-outs, flyers, and teacher newsletters.

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

G. We will provide assistance to parents of participating children, as appropriate, in understanding the state's academic content standards, the state's student academic achievement standards, the state and local academic assessments including alternate assessments, the requirements of Title I, Part A, how to monitor their child's progress, and how to work with educators, by hosting informational sessions with parents and students. Parent workshops and academic camps will be held.

H. We 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 inviting students to participate in 21st Century, Flexible Learning, and Twilight, and hold workshops to support parents in helping their children be successful.

I. We will provide professional learning opportunities to teachers that will build effective communication practices with parents. Additionally, we will offer learning sessions for parents to help strengthen the partnership between home and school.

J. We will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with community-based 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 hosting parent informational sessions, parent-teacher conference meetings, PTA meetings, and other activities as appropriate.

K. We will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand, by having call-outs, using the website, advertisements, and letters.

L. We will provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and, to the

extent practicable, in a language parents understand, by hosting parent nights, Georgia Milestones Assessment (GMAS) Informational meetings, and academic camps, multicultural meetings, and training others on strategies that support English Language Learners and students with disabilities.

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:

During the spring, extensive orientation sessions are held with our feeder elementary schools' fifth grade students to help them plan for a successful middle school experience. Teachers, counselors, and students assist with this orientation. Field trips to West Chatham Middle School also help students "feel more at home" the first day of the new sixth grade experience. In addition, our PTA hosts a transition night for our incoming 5th grade students.

- There are a number of activities held for eighth grade students transitioning to high school. They include sharing of curricula with ninth grade teachers, as well guest speakers from various high schools presenting at Parent Nights. Information will be shared as an introduction to the instructional program and extracurricular activities to prepare for the high school experience.

- Our high school transition plan includes: vertical academic teaming, informational sessions, early advisement, and parent meetings to our parents of our main feeder high schools (New Hampstead High). Because of student growth at West Chatham Middle School, there are on-going orientation activities for new students arriving on the WCMS campus during the school year. For example, our staff includes translators and other knowledgeable professionals to aid in the orientation of our growing ELL population.

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:

Teachers will be given hands-on training to enhance their knowledge of the various methods to read, understand, and use test data. Teachers and staff are continuously involved in decisions regarding the use of various assessments (informative, formative and summative). It is a school expectation that teachers collaborate to develop classroom tests. Teachers meet twice a week; they have monthly PLC and weekly RTI meetings to plan and look at data. Training sessions will continue, and opportunities will be provided regularly for teachers to apply new skills in this area. Information received from the Georgia School report card is used to provide staff with summative data.

The school leadership team is consistently and continually reviewing data in the decision-making processes. The goal of each decision is to have that decision result in the improvement of student achievement.

- Teachers collaborate at each grade level to review student data in order to choose appropriate instructional strategies that address individual student needs; to plan for remediation and enrichment; and to set instructional goals.

- The school's leadership team and data team meet regularly to analyze school-wide data to improve school culture, student achievement, and classroom instruction. In addition, the leadership team identifies areas for professional learning.
- Teachers use SRI and MAP data as universal screeners to identify individual student needs and to select appropriate instructional strategies.
- Content area teachers collaborate weekly to plan or revising units, to receive updates from district content specialists and to participate in content-specific professional learning focused on the improvement of teaching and learning.

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:
We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance.

A. There is continuous attention given to the early identification of students who may have difficulty in meeting the curriculum standards and being successful during the middle school years. A review of student records from the feeder elementary schools starts the early identification process. An additional block was added to the school schedule. Teachers have used data to group students according to their area(s) of need(s). This block provides more academic support in the areas of literacy, math, and writing.

There are also on-going assessments, which are utilized to determine if all students are making progress toward meeting educational/ instructional standards. Some examples of these assessments are: mock GMAS (constructed response activities, etc.), mock writing, writing across the curriculum, teacher common assessments, and common formative and summative assessments, SRI, and MAP assessments in all subject areas.

At the outset, research-proven techniques such as: differentiated instruction, tiered assignments, flexible groupings, benchmark and formative assessments are utilized. We also provide activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards are provided with effective, timely additional assistance.

If, however, a student is not successful and earns a failing grade for a course, we will provide a credit recovery program starting with the second marking period so students can obtain a retroactive passing grade from the previous marking period. We will have to make staffing determinations based on the number of students who did not pass; however, at this point we are planning for one teacher per grade level for each subject area, totaling 12 teachers. The credit recovery program will be 3 to 4 hours a week for 8 weeks.

B. Vertical and horizontal team meetings are periodically held with the results yielding new or changed strategies for increased student achievement. Those activities include our REP

program, Success Periods, After School Tutorial, Literacy Block, individual class scheduling, and greater use of technology (i.e. Smart Boards, laptops, scientific calculators, Interwrite pads, and student response pads).

Special attention is being given to the special needs students to ensure continued improvement on state testing measures (GMAS), close the achievement gap, and improve our CCRPI score. The Limited English proficiency subgroup is also being examined to help assure they will meet/exceed standards during future test administrations. Specialized classes, facilitated by ELL endorsed teachers, help our limited English learners. The purchase of Spanish/ English dictionaries has augmented materials already successfully being used during the instructional day.

The district master calendar has facilitated the time availability for teacher training both at the school and district levels. Teachers are continuously being taught new strategies for optimizing student success.

C.

Quarterly teacher-parent conferences are conducted to inform parents of specific areas of concern in which academic weaknesses have been identified. All teacher-parent conferences are documented and Response to Intervention (RTI) is initiated using research-based interventions with bi-weekly progress monitoring to support student learning. In addition, subject-based tutorials are provided according to the students' level of proficiency in content areas.

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:
Following are our LISTING of Federal, State, and local services and programs and a FULL EXPLANATION of how we are coordinating and integrating those services and programs.

List of State and local educational agency programs and other Federal programs that will be included
- Gifted Education Program
- After School Tutorial Program
- After School and Saturday School Recovery Program

Description of how resources from Title I and other sources will be used.
Funding resources from various resources will be combined and utilized to meet program goals as listed in this project. Title I monies will be supplemental to other funding. Since the major focus is curriculum and instruction, the district instructional funds and Title I funds will be the major sources of revenue. Title IIA monies will be sought for professional development activities in mathematics and writing. This will be augmented with technology funding, staff development and other funding sources as they become available to the school.

Staff development will provide periodical training for teachers as curricular and/or instructional

needs are identified. The chart below summarizes the proposed distribution of monies received from federal, state and local fiscal resources.

Federal	State	Local
Title I	FTE	After school tutorial
Special Education	ELL	General Instruction
Title II A		
ELL		

Programs/Services	School Year 2015-2016
Title I, Part A: Improving Basic Programs Operated by Local Education Agencies Targeted Assistance Program	Although we have 35 content area teachers, 6 will be paid partially through Title 1 funding. The supplies needed included technology (computers and computer-based programs to enhance specific content areas, and more).
1003A – Title I School Improvement	Our school improvement goals have been established according to our current school data. Although are intent is to provide assistance to all students not at the proficient level, we are targeting our English Learners and SWD students because of our Focus School status.
Title II A: Teacher and principal Training and Recruiting Fund	Funding to attend professional development opportunities such as: Thinking Maps Document Based Questioning (DBQ) Developing a Constructed Response Classroom
Carl Perkins	Technology
CHANCE (Small Learning Communities	Technology Support
ESPLOST	New building and technology integration
State Funds	Staffing
Local Funds	Funds to support the activities of the departments
Other	

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

There is constant parent communications from the school. Periodic progress reports are supplemented with parental access to Power School, a web-based district program. On Power School, parents can view student progress on classroom and homework assignments, as well as student attendance. Parent teacher conferences are scheduled quarterly. Once a year, these conferences are student led, a unique feature at West Chatham Middle School. After parent-teacher conferences, parents are provided with a written copy of the agreements reached at the conference. Critical Decision Forms will be issued when areas of concern are noted during parent/student/teacher conferences.

Parent workshops are held throughout the year and include such topics as Flexible Learning Programs (FLP), preparation for the GMAS and other topics. After Elementary and Secondary Education Act (ESEA) mandated testing, letters are sent home informing parents that test results are available. Teachers, counselors, and administrators will be available to explain and discuss individual results to parents. Achievement scores with a letter of explanation will be sent home to all parents with each student's final report card. District and state policies and procedures will be followed when reporting assessment results. The district will help parents interpret and understand the results of student assessments, including the GMAS, and will also provide workshops.

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

Response:
The district's Accountability, Research, Evaluation and Assessment (AREA) Office provides a variety of reports to the school. Reports include assessment information disaggregated by gender, racial, and economic groups. Additional reports include cohort data, teacher and grade level data, and comparisons of school-to-school, school to system, and school to state data.

All policies and procedures set forth by the state and local school district are adhered to concerning collection and disaggregation of data.

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

Response:
The district's Accountability, Research, Evaluation and Assessment (AREA) Office provides a variety of reports to the school. Reports include assessment information disaggregated by gender, racial, and economic groups. Additional reports include cohort data, teacher and grade level data, and comparisons of school-to-school, school to system, and school to state data.

All policies and procedures set forth by the state and local school district are adhered to concerning collection and disaggregation of data.

14.	Provisions for public reporting of disaggregated data.

Response:
Results of disaggregated data are shared with the school council and parents. Our local school

district and State Department of Education provides disaggregated data on their websites for the public. Additionally, the school district's communication office makes the information available to the local news media for reporting to the public.

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 school-wide program

Response:

The school wide plan at West Chatham Middle was developed over a one-year period based on the Georgia Department of Education school-wide planning timeline. Planning began during the spring of the previous school year. The West Chatham Middle School plan will be implemented at the beginning of the 2015-2016 school year.

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:
Our plan was developed with the involvement of the community to be served and by individuals who will carry out the plan. All stakeholders, staff, parents, and business partners are committed to assisting with the implementation of our plan and to support the monitoring efforts.

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

Response:
Plan available to the LEA, parents, and the public in multiple languages as necessary. A draft of the plan was reviewed at the annual school Open House and will be reviewed with the School Council. Multiple languages are not required at this time. The school's plan is posted on ACORN/School Website and reviewed by LEA representatives. A copy of the plan will be provided to parents if requested.

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:
A copy of the plan is provided to the district's Office of Compensatory Programs, school council, and PTA. In addition, copies are available in the school media center for public review. When feasible, and necessary, a translated copy in a language that a significant percentage of parents of participating students in the school speak as their primary language will be provided.

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

Response:
    As required by ESEA flexibility guidelines and following US ED definitions and
    guidelines, Georgia has identified Title I Priority Schools, Focus Schools, Alert

Schools and Reward Schools, using 2010-2011. Priority Schools and Focus Schools will be required to implement and develop flexible learning programs (FLP) which began June 2012. Plan is subject to the school improvement provisions of section 1116.

West Chatham Middle School has been identified as a Focus School and will be served with support interventions. FOCUS schools will be identified annually and the identified school will be served through Flexible Learning Program (FLP) support interventions. These schools are Title I participating high schools with a graduation rate less than 60 percent over two years; or Title I schools that have the largest within-school gaps between the highest achieving subgroup or subgroups and the lowest-achieving subgroup or subgroups. West Chatham Middle School's highest achieving subgroup is multiracial students and the lowest achieving subgroup is English Language Learners.

Schoolwide Program Checklist

All components of a schoolwide program plan must be addressed. Those areas marked Not Met need additional development.

Denotes required components as set forth in Section 1114 of Elementary and Secondary Education Act of 1965 (ESEA).

MET	NOT MET	
	See Edits	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).
X		2. Schoolwide reform strategies that:
X		• 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).

X		• 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 an 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

MET	NOT MET	

	See notes	• 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 school-wide 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.
	See notes	3. Instruction by highly qualified teachers.
X		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.
X		5. Strategies to attract high-quality highly qualified teachers to high-need schools.
	See notes	6. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.
X		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.
X		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.

MET	NOT MET	
X		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.
X		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.
X		11. Description of how individual student assessment results and interpretation will be provided to parents.

X		12. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.
X		13. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.
X		14. Provisions for public reporting of disaggregated data.
X		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.
	See notes	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).
X		17. Plan available to the LEA, parents, and the public.
X		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.
X		19. Plan is subject to the school improvement provisions of Section 1116.

Comments:

West Chatham Middle School serves one of the fastest growing areas of Chatham County. Our current enrollment is 869. The school population includes the following subgroups: white students, black students, English Learners (EL), students with disabilities (SWD), gifted (G), and economically disadvantaged (ED) students.

Our academic goals were chosen by the Leadership Team and approved by a critical mass of the school faculty based on the areas identified as needing the greatest improvement (Math and Reading). Our scores on the MAP (Math) and SRI (reading) for EL students increased in the last couple of years. However, EL and SWD students still perform below our highest performing students. During the 2014-2015 school year, we realized that, to eliminate the achievement gap, it is absolutely imperative to continue increasing our Meets/Exceeds EL MAP and SRI scores. We will employ flexible grouping, teacher training, and use district support to improve the areas of weakness in these areas. Math needs to remain a major area of focus because with the implementation of Georgia Performance Standards only 74% of our students met or exceeded standards on the mathematics portions of the CRCT with only 58% of our English Learners meeting or exceeding. We will use data from summative and common assessments, monitoring of lesson plans, department head and district/RESA observations, manipulatives, graphic calculators, etc. to ensure math success for our students. Our CCRPI score in 2012-2013 school year was 62.4. It increased to a 64.8 in the 2013-2014 school year and it decreased to 58.9 in 2014-2015 school year.

Safe and secure learning environment goals were selected based on the two areas that we felt could make the greatest impact on our environment and preparedness for a crisis situation. Our student attendance rates increased in 2014-2015 with only a 9.9% truancy rate; but, we realize that we must focus on positive reinforcements for students with the good attendance so that absent students will see the benefits of being in school and lower the truancy rate even further. The community engagement goal was selected based on the fact that WCMS serves a diverse population and quite often the parents of our students are not engaged in school activities and the educational process. School discipline data showed that, in spite of WCMS's status as a PBIS (Positive Behavior Interventions and Supports) school, we continued to have many discipline issues

and large numbers of suspensions. We will use the RTI process and positive behavior interventions and supports to decrease student suspensions and create a more positive environment for the students.

We are committed to making these school initiatives our focus to increase student achievement. We will work tirelessly to achieve these goals in order to become a school of excellence.

_____   _____
Principal's Signature   Date

_____   _____
Title I Program Manager's Signature   Date

_____   _____
Title I Senior Director's Signature   Date