Georgia Department of Education
Title I Schoolwide/School Improvement Plan

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE	
School Name: Clinch County Middle	**District Name: Clinch**
Principal Name: Matt Kimbrell	**School Year:2015 - 2016**
School Mailing Address: 575 Woodlake Drive	
Telephone: 912-487-5385	
District Title One Director/Coordinator Name: Lori James	
District Title One Director/Coordinator Mailing Address: 46 South College Street	
Email Address: ljames@clinchcounty.com	
Telephone: 912-5-487-5321	

ESEA WAIVER ACCOUNTABILITY STATUS		
(Check all boxes that apply and provide additional information if requested.)		

Priority School ☐				**Focus School** ☐	
Title I Alert School ☐ .					
Subject Alert	☐	List Subject(s)	Sub-Group Alert	☐	List Subgroup(s)
Graduation Alert	☐	List Subgroup(s)			

Principal's Signature: Matt Kimbrell		**Date:**
Title I Director's Signature: Lori James		**Date:**
Superintendent's Signature: Donna Ryan		**Date:**
Revision Date: 04/29/2015	**Revision Date:08/28/2015**	**Revision Date:**

Schoolwide/School Improvement Plan (SWP/SIP) Template Instructions

Notes:

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

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

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

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

- Attach the SIP as an addendum to the template. See the Georgia Department of Education <u>School Improvement Fieldbook</u> for guidance and instructions on completing a school improvement plan <u>http://www.doe.k12.ga.us/School-Improvement/School-Improvement-Services/Documents/School%20Improvement%20Fieldbook%202012-2013.pdf</u>.

Title I Schoolwide/School Improvement Plan

Planning Committee Members:

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Matt Kimbrell		Principal
Jarred Morris		Assistant Principal
Jerrilynn Spivey		Instructional Coach
Kellie Dixon		5th grade Department Chair
Lisa Landrum		6th grade Department Chair
Monica Joyce		7th grade Department Chair
Alison Smith		Special Education Department Chair
Marie White		Counselor
Lori Register		Parent Involvement Coordinator
Doreen Johnson		Parent/School Council

SWP Components

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

Response:

A. We have developed our school wide plan with the participation of individuals who will carry out the comprehensive school wide/school improvement program plan. Those persons involved were . . .   The ways they were involved include . . .

During the 2014-2015 school year, our leadership team began collecting and discussing data. Conversations regarding school improvement for the upcoming year were discussed in our monthly RTI meetings. CRCT data and the Student Longitudinal Data System, AIMS web assessments and MAP (Measure of Academic Progress) were the main sources of data used. Teachers and administrators also reviewed the School Improvement Plan during our initial grade level meetings at the beginning of the 2015-2016 school year. Our 2014 Title I Plan was also reviewed and discussed with Principal Kimbrell and the Title I Director, Lori James. All information will be presented to the entire staff during grade level meetings, and our school-wide professional learning day. Our school is very unique because we are a grades 5, 6, and 7. Grade 5 for CCRPI reporting is considered an elementary school and Grades 6 and 7 are considered our middle school. We have used data from both, and averaged where needed to get a composite that represents our total school achievement when establishing school goals.

B. We have used the following instruments, procedures, or processes to obtain this information .
   - Statewide Longitudinal Data Systems (SLDS)
   - CRCT Scores FY 2014
   - MAP Scores FY 2014
   - Aimsweb data (benchmark test)
   - ACCESS scores for EL, Progress Monitoring folders for SWD
   - Program Enrollment
   - Enrollment in specialized courses: academic support, enhanced, accelerated, FLEX
   - Student and teacher attendance rates
   - Disciplinary data (suspension and expulsions)
   - Withdrawal and enrollment data
   - Number of migrant and homeless students
   - Student history including discipline, safety, and health
   - Demographic information
   - Subgroup compilations (percentage of students qualifying/enrolled for: free/reduced lunch, special education services, English Learners)
   - Lexile Scores and other available student assessment resources.

C. We have taken into account the needs of migrant children by (or if you have no migratory students . . . these are the procedures we would follow should those students be in attendance . . .)
   - The school district uses the FY14 Occupational Survey Form to screen for migrant families and students. Schools have access to the Federal Migrant Education Program Guidance Folder and the Migrant Education Program Policy to aid in serving these students.

   - It is the goal of the district to meet the needs of every student and decisions are made accordingly. ELL students receive additional support as determined by assessments - this support includes, but is not limited to, inclusion classes, pull out intervention classes, afterschool tutoring, intersession classes, and summer school.

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* Required component of SWP as set forth in section 1114 of ESEA

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- Additional strategies to support students at risk of not meeting standards (including ELL and Migrant students) include, but are not limited to: instructional extended day tutoring, summer school, flexible grouping, differentiation; parent involvement programs; Tier 2 and Tier 3 intervention support, and Positive-Behavior Intervention Support (PBIS).

D. We have reflected on current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. For example . . .

After analyzing the Spring 2014 CRCT, CRCT-M, GAA, June 2014 CRCT retake scores, and CCRPI data, and MAP data the committee created and enhanced S.M.A.R.T. goals for this year. Furthermore, remediation classes were formed to meet the needs and close academic gaps of our students. For example…

- Each (PLC) is afforded common planning time to analyze student progress toward desired student learning goals, engage in on-going reflection regarding achievement outcomes, set student achievement goals, and develop content area specific plans for school improvement. The content area teachers have vertical meetings to create unit plans, assessments, and discuss any concerns regarding grading, assessments and interventions.

- Administration meets with teacher leadership teams regularly throughout the school year (including grade and subject area PLC leaders, counselors, and school improvement specialist) in order to examine available data (benchmark and unit assessments, MAP, ACCESS, and Milestones) to determine best strategies in order to maximize school improvement, based partially on root cause analysis reflections completed at the end of the previous school year.

- Teacher-leaders and administrators meet regularly with the representatives from the Parent Involvement Committee and School Governance Team to further refine school programs and initiatives.

E. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards and the State student academic achievement standard including:

* Required component of SWP as set forth in section 1114 of ESEA

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

COLLEGE AND CAREER READY PERFORMANCE INDEX (CCRPI)

District:	Clinch County	**Title I School:**	Yes
School:	Clinch County Middle School - 0201	**Grades:**	05, 06, 07

Choose a Report Type:

◉ School Score ○ Elementary School ○ Middle School

Clinch County (632) Clinch County Middle School (0201)					
	Score	**Enrollment by Grade Bands**	**School Enrollment**	**Enrollment by Bands**	**Proportional Points**
ES	80.8	117	346	.33815	27.32252
MS	81.2	229	346	.66185	53.74222
School Score					81.1

Choose a Report Type:

○ School Score ◉ Elementary School ○ Middle School

CCRPI Score					
80.8					
Sum of Achievement, Progress, Achievement Gap, and Challenge Points					
Achievement Points	**Progress Points**	**Achievement Gap Points**	**Challenge Points**		**Financial Efficiency Rating**	**School Climate Rating**
			ED/EL/SWD Performance Points	**Exceeding the Bar Points**		
46	17.7	9	8.1	0		★★★★

Choose a Report Type:

○ School Score ○ Elementary School ◉ Middle School

CCRPI Score					
81.2					
Sum of Achievement, Progress, Achievement Gap, and Challenge Points					
Achievement Points	**Progress Points**	**Achievement Gap Points**	**Challenge Points**		**Financial Efficiency Rating**	**School Climate Rating**
			ED/EL/SWD Performance Points	**Exceeding the Bar Points**		
50.4	18	7	5.8	0		★★★★
			5.8			

* Required component of SWP as set forth in section 1114 of ESEA

Georgia Department of Education
Title I Schoolwide/School Improvement Plan

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

○ School Score ◉ Elementary School ○ Middle School

ACHIEVEMENT

		Elementary School Indicators	Participation Rate (%)	Benchmark for Indicator (%)	Performance on Indicator (%)	Adjusted Performance on Indicator (%)	Points Possible for Indicator	Points Earned on Indicator
CONTENT MASTERY	1	Percent of students scoring at Meets or Exceeds in ELA (required participation rate >= 95%)	100	100	97.2	NA	10	9.7
	2	Percent of students scoring at Meets or Exceeds in reading (required participation rate >= 95%)	100	100	96.3	NA	10	9.6
	3	Percent of students scoring at Meets or Exceeds in mathematics (required participation rate >= 95%)	100	100	91.7	NA	10	9.2
	4	Percent of students scoring at Meets or Exceeds in science (required participation rate >= 95%)	100	100	84.4	NA	10	8.4
	5	Percent of students scoring at Meets or Exceeds in social studies (required participation rate >= 95%)	100	100	89.9	NA	10	9
					Total Points		50	45.9
					Category Performance %		.918	
					Category Weight		40%	
					Weighted Performance		.3672	

Elementary	Participation	Benchmark	Performance	Adjusted	Points	Points

* Required component of SWP as set forth in section 1114 of ESEA

		School Indicators	Rate (%)	for Indicator (%)	on Indicator (%)	Performance on Indicator (%)	Possible for Indicator	Earned on Indicator
	6	Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs		90.6	NA	NA	NA	NA
	7	Percent of Students With Disabilities served in general education environments greater than 80% of the school day		65	90.0	90	10	10
POST ELEMENTARY SCHOOL READINESS	8	Percent of students scoring Meets or Exceeds on the Grade Five Writing Assessment (required participation rate >= 95%)	98.2	100	67.3		10	6.7
	9	Percent of students in grade 3 achieving a Lexile measure equal to or greater than 650		100	NA	NA	NA	NA
	10	Percent of students in grade 5 achieving a Lexile measure equal to or		100	57.0		10	5.7

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			Participation Rate (%)	Benchmark for Indicator (%)	Performance on Indicator (%)	Adjusted Performance on Indicator (%)	Points Possible for Indicator	Points Earned on Indicator
	11	Percent of students in grades 1-5 completing the identified number of grade specific career awareness lessons aligned to Georgia's 17 Career Clusters		100	77.7		10	7.8
	12	Student Attendance Rate (%)		99.4	95.90	96.5	10	9.7
					Total Points		50	39.9
					Category Performance %			.798
					Category Weight			30%
					Weighted Performance			.2394

		Elementary School Indicators	Participation Rate (%)	Benchmark for Indicator (%)	Performance on Indicator (%)	Adjusted Performance on Indicator (%)	Points Possible for Indicator	Points Earned on Indicator
PREDICTOR FOR HIGH SCHOOL GRADUATION	13	Percent of students in Grade 5 passing at least 5 courses in core content areas (ELA, reading, mathematics, science, social studies) and scoring at Meets or Exceeds on all CRCT		91.6	64.3	70.2	10	7
	14	Percent of CRCT assessments scoring at the Exceeds level (ELA,		65.7	24.6	37.4	10	3.7

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reading, mathematics, science, social studies)

Total Points	20 10.7
Category Performance %	.535
Category Weight	30%
Weighted Performance	.1605

Content Mastery Weighted Performance	.3672
Post High School Readiness Weighted Performance	.2394
Graduation Rate Weighted Performance	.1605
Sum of Weighted Performances	(.76667)*60
Total Achievement Points Earned	46

District: Clinch County

School: Clinch County Middle School - 0201

Choose a Report Type:

○ School Score   ○ Elementary School   ⦿ Middle School

ACHIEVEMENT

		Middle School Indicators	Participation Rate (%)	Benchmark for Indicator (%)	Performance on Indicator (%)	Adjusted Performance on Indicator (%)	Points Possible for Indicator	Points Earned on Indicator
CONTENT MASTERY	1	Percent of students scoring at Meets or Exceeds in ELA (required participation rate >= 95%)	99.5	100	96.1	NA	10	9.6
	2	Percent of students scoring at Meets or Exceeds in reading (required participation rate >= 95%)	99.5	100	97.1	NA	10	9.7
	3	Percent of students scoring at Meets or Exceeds in mathematics (required participation rate >=	99.5	100	86.6	NA	10	8.7

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		95%)					
	4	Percent of students scoring at Meets or Exceeds in science (required participation rate >= 95%)	99.5	100	92.6	NA	10	9.3
	5	Percent of students scoring at Meets or Exceeds in social studies (required participation rate >= 95%)	99.5	100	89.6	NA	10	9

Total Points	50	46.3
Category Performance %		.926
Category Weight		40%
Weighted Performance		.3704

		Middle School Indicators	Participation Rate (%)	Benchmark for Indicator (%)	Performance on Indicator (%)	Adjusted Performance on Indicator (%)	Points Possible for Indicator	Points Earned on Indicator
POST MIDDLE SCHOOL READINESS	6	Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs		66.5	NA	NA	NA	NA
	7	Percent of Students With Disabilities served in general education environments greater than 80% of the school day		65	80.0	80	10	10
	8	Percent of students scoring at Meets or Exceeds on the Grade Eight Writing Assessment (required participation rate >= 95%)	NA	100	NA	NA	NA	NA
	9	Percent of students in grade 8 achieving a Lexile measure equal to or greater than 1050		100	NA	NA	NA	NA
	10	Percent of students completing 2 or more		100	NA	NA	NA	NA

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		state defined career related assessments/inventories and a state defined Individual Graduation Plan by the end of grade 8					
11		Student Attendance Rate (%)		99.6	96.30	96.7	10	9.7

Total Points	**20**	**19.7**
Category Performance %		**.985**
Category Weight		**30%**
Weighted Performance		**.2955**

		Middle School Indicators	Participation Rate (%)	Benchmark for Indicator (%)	Performance on Indicator (%)	Adjusted Performance on Indicator (%)	Points Possible for Indicator	Points Earned on Indicator
PREDICTOR FOR HIGH SCHOOL GRADUATION	12	Percent of students in grade eight passing at least four courses in core content areas (ELA, mathematics, science, social studies) and scoring at Meets or Exceeds on all CRCT and required EOCT		88.2	NA	NA	NA	NA
	13	Percent of CRCT assessments scoring at the Exceeds level (ELA, reading, mathematics, science, social studies)		59.1	34.2	57.9	10	5.8

Total Points	**10**	**5.8**
Category Performance %		**.58**

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		Category Weight	30%
		Weighted Performance	.174
	Content Mastery Weighted Performance		.3704
	Post High School Readiness Weighted Performance		.2955
	Graduation Rate Weighted Performance		.174
	Sum of Weighted Performances		(.84)*60
	Total Achievement Points Earned		50.4

PROGRESS

Elementary School Content Area Assessments	Count of Students Meeting Typical/High Growth	Count of Students with Student Growth Percentiles (SGPs)
CRCT: English Language Arts	59	93
CRCT: Reading	60	95
CRCT: Mathematics	44	94
CRCT: Science	85	101
CRCT: Social Studies	95	101
Total	**343**	**484**
Percent Meeting Typical/High Growth	**.70868**	
Weighted Performance	**(.70868)*25**	
Progress Points Earned	**17.7**	

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PROGRESS

Middle School Indicators Content Area Assessments	Count of Students Meeting Typical/High Growth	Count of Students with Student Growth Percentiles (SGPs)
CRCT: English Language Arts	130	182
CRCT: Reading	139	183
CRCT: Mathematics	99	182
CRCT: Science	159	195
CRCT: Social Studies	147	195
Total	**674**	**937**
Percent Meeting Typical/High Growth	.71932	
Weighted Performance	(.71932)*25	
Progress Points Earned	18	

ACHIEVEMENT GAP

Elementary School Content Area Assessments	Gap Size	Gap Change	Higher of Gap Size/Gap Change	Points Possible
CRCT: English Language Arts	1	2	2	3
CRCT: Reading	1	3	3	3
CRCT: Mathematics	1	0	1	3
CRCT: Science	1	1	1	3
CRCT: Social Studies	2	1	2	3
Total			**9**	**15**
Percent of Higher of Gap Size/Gap Change	.6			
Weighted Performance	(.6)*15			
Achievement Gap Points Earned	9			

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ACHIEVEMENT GAP

Middle School Content Area Assessments	Gap Size	Gap Change	Higher of Gap Size/Gap Change	Points Possible
CRCT: English Language Arts	1	1	1	3
CRCT: Reading	1	1	1	3
CRCT: Mathematics	1	0	1	3
CRCT: Science	2	2	2	3
CRCT: Social Studies	2	2	2	3
Total			7	15
Percent of Higher of Gap Size/Gap Change	.46667			
Weighted Performance	(.46667)*15			
Achievement Gap Points Earned	7			

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COLLEGE AND CAREER READY PERFORMANCE INDEX (CCRPI)

District:	Clinch County	Title I School:	Yes
School:	Clinch County Middle School - 0201	Grades:	05, 06, 07

Choose a Report Type:

○ School Score   ● Elementary School   ○ Middle School

PERFORMANCE FLAGS

Subgroup Performance	Criterion Reference Competency Tests				
	English Language Arts	Reading	Mathematics	Science	Social Studies
American Indian/Alaskan	NA	NA	NA	NA	NA
Asian/Pacific Islander	NA	NA	NA	NA	NA
Black	P	P	P	P	P
Hispanic	NA	NA	NA	NA	NA
Multi-Racial	NA	NA	NA	NA	NA
White	P	P	P-S	P	P
Economically Disadvantaged	P	P	P	P	P
English Learners	NA	NA	NA	NA	NA
Students With Disability	P-SG	P-SG	P	P-SG	P-SG

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

PERFORMANCE FLAGS

| **District:** | Clinch County | **Title I School:** | Yes |
| **School:** | Clinch County Middle School - 0201 | **Grades:** | 05, 06, 07 |

Choose a Report Type:

○ School Score ○ Elementary School ● Middle School

Subgroup Performance	Criterion Reference Competency Tests				
	English Language Arts	**Reading**	**Mathematics**	**Science**	**Social Studies**
American Indian/Alaskan	NA	NA	NA	NA	NA
Asian/Pacific Islander	NA	NA	NA	NA	NA
Black	P	P	P	P	P
Hispanic	NA	NA	NA	NA	NA
Multi-Racial	NA	NA	NA	NA	NA
White	P	P	P-S	P	P
Economically Disadvantaged	P	P	P	P	P
English Learners	NA	NA	NA	NA	NA
Students With Disability	P-SG	P-SG	P	P-SG	P-SG

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SCHOOLCLIMATE

	School Climate Domain	**Score**
Survey	Student Response (Georgia Student Health Survey II)	80.233
	Teacher/Staff/Administrator Response (Georgia School Personnel Survey)	89.333
	Parent Response (Georgia Parent Survey)	83.333
	School Wide Agreement	75.800
	Survey Score	82.175
School Discipline	Weighted Suspension Rate	79.769
	School Discipline Score	79.769
Safe and Substance Free Learning	Student Drug-Free Related Incidents (Data)	100.000
	Violent-Free Incidents (Data)	85.324
	Bullying and Harassment-Free Incidents (Data)	96.928
	Student Drug-Free Related Incidents (Survey)	85.430
	Violent-Free Incidents (Survey)	82.781
	Bullying and Harassment-Free Incidents (Survey)	50.331
	Safe and Substance Free Learning Environment Score	83.466
School Wide Attendance	Average Daily Student Attendance	96.206
	Average Daily Teacher Attendance	95.811
	Average Daily Administrator Attendance	99.130
	Average Daily Staff Attendance	96.316
	School Wide Attendance Score	96.866
Initial Score	**Initial Score (Average of 4 Areas)**	85.569
Additional Considerations	**Personalized Climate** Research/Evidence-based Program or Practice that supports the 4 pillars of School Climate = 5 points added	0
	Race/Ethnicity Disproportionality for Discipline Asian, Black, Hispanic, Mutli-Racial, Native American, and White Disproportionality for 2 Consecutive Years = 1 Star Removed (Baseline year 2014)	NA
	Unsafe School Choice Option USCO Distinction for 2 consecutive years = 1 Star removed	NA

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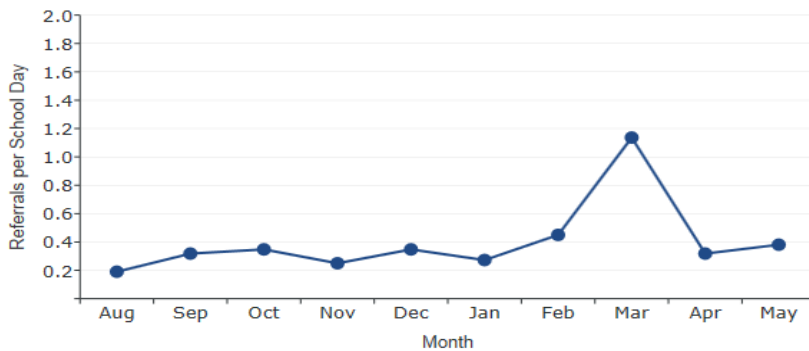| *1.	A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

	USCO Distinction for 3 consecutive years = 2 Stars removed	
Final Score and Rating	**Final Score**	85.6
	Final Star Rating	★★★★

Score Range		Stars
Elementary Schools	**Middle/High Schools**	
81.3 and below	70.2 and below	★
81.4 to 85.8	70.3 to 76.3	★★
85.9 to 90.3	76.4 to 82.4	★★★
90.4 to 94.8	82.5 to 88.5	★★★★
94.9 and above	88.6 and above	★★★★★

Office Referral Report for Clinch County Middle School
In-School Suspension • (08/01/2014 - 05/27/2015)

School Summary

- Students with ≥1 referral: **59**
- Students with ≥3 referrals: **6**
- Incidents: **87 (< 1/day)**
- Last incident: **105 days ago**
- Instructional cost: **167.9 days**

Referral Trending

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Office Referral Report for Clinch County Middle School
Out-of-School Suspension • (08/01/2014 - 05/27/2015)

School Summary

- Students with ≥1 referral: **44**
- Students with ≥3 referrals: **6**
- Incidents: **67 (< 1/day)**
- Last incident: **98 days ago**
- Instructional cost: **154 days**

Referral Trending
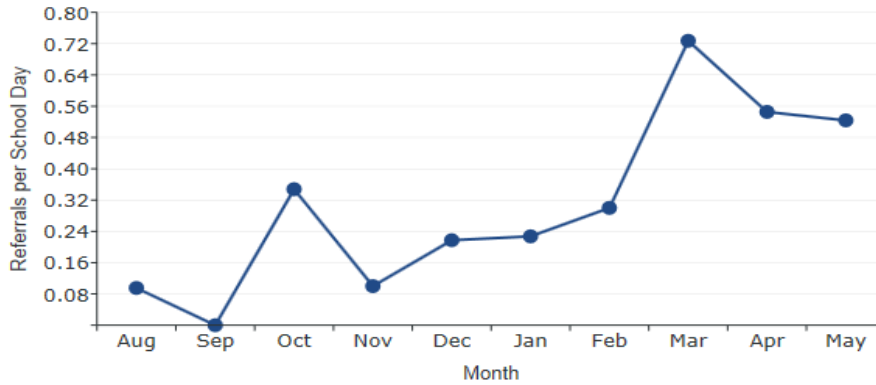
Historical School Attendance

School Year	Grade Level	Zero Absences	1 to 5 Absences	6 to 10 Absences	> 10 Absences
2014-2015	05	8.7 %	39.8 %	28.2 %	23.3 %
	06	5.3 %	37.2 %	29.2 %	28.3 %
	07	4.5 %	36.6 %	37.5 %	21.4 %
	Combined	6.1 %	37.8 %	31.7 %	24.4 %

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E. *We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards and the State student academic achievement standard including*
> *Economically disadvantaged students . . .*
> *Students from major racial and ethnic groups . . .*
> *Students with disabilities . . .*
> *Students with limited English proficiency . . .*

2014 CRCT Percentages of Students Meeting and Exceeding

5th	All 2013	All 2014	%Change
Reading	95.2	95.1	-0.1
ELA	94.2	97.1	2.9
Math	91.5	89.2	-2.3
Science	89.0	83.6	-5.4
Soc. St.	88.1	89.1	1.0

6th	All 2013	All 2014	%Change
Reading	100.0	100.0	0.0
ELA	98.0	98.1	0.1
Math	79.4	84.5	5.1
Science	82.0	93.3	11.3
Soc. St.	84.9	90.4	5.5

7th	All 2013	All 2014	%Change
Reading	97.3	97.2	-0.1
ELA	96.5	97.2	0.7
Math	93.7	86.9	-6.8
Science	94.7	89.1	-5.6
Soc. St.	92.9	87.3	-5.6

School	All 2013	All 2014	%Change
Reading	97.5	97.4	-0.1
ELA	96.2	97.5	1.3
Math	88.5	86.9	-1.6
Science	88.7	88.7	0.0
Soc. St.	88.7	88.9	0.2

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2014 School-Wide Disaggregated Data: Percentages of Students Meeting and Exceeding

SWD 13	SWD 14	% Change	Afr Am 13	Afr Am 14	% Change	White 13	White 14	% Change	ED 13	ED 14	% Change
89.2	93.8	4.6	93.3	94.8	1.5	99.5	98.4	-1.1	96.6	96.6	0.0
92.6	88.2	-4.4	93.3	97.9	4.6	97.3	96.8	-0.5	94.9	97.0	2.1
80.7	63.6	-17.1	79.6	78.5	-1.1	93.5	90.8	-2.7	86.6	84.0	-2.6
69.2	65.9	-3.3	78.0	80.8	2.8	93.4	92.7	-0.7	85.7	87.2	1.5
66.7	75.0	8.3	78.0	80.7	2.7	93.9	93.1	-0.8	85.3	87.6	2.3

***Scores above were obtained from the State-Wide Longitudinal Data System (SLDS) and does not include the CRCT-M data.

2014 CRCT –M Data: Percentages of Students Meeting and Exceeding

School	All 2013	All 2013	%Raise
Reading	92.8	90.9	-1.9
ELA	92.9	100	7.1
Math	70.6	91.6	21.0

F. The data has helped us reach <u>conclusions</u> regarding achievement or other related data.

We are proud to see a rise in 7 out of 15 areas that are measured by the CRCT. We are also proud that we have met the performance targets provided through CCRPI in several areas. Math is an area where we are underperforming compared to the performance targets provided through CCRPI. We felt that math must be a priority and therefore will implement strategies to address the math deficits. We are changing our daily schedule to include a flex time where students who have demonstrated areas of need in math can be provided extra math tutoring. Professional development and planning in the area of math RTI should also occur in all grades for the 2014-15 school year. Substitute funding will be needed for release time.

* Required component of SWP as set forth in section 1114 of ESEA

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

G. The measurable <u>goals/benchmarks</u> we have established to address the needs are . . .

2015-16 School Goals:

- At least 80% of students administered the Fall 2015 MAP assessment will meet their growth projection on the Spring 2016 Benchmark in the area of Math.

- At least 80% of students administered the Fall 2015 MAP assessment will meet their growth projection on the Spring 2016 Benchmark in the area of Reading.

- At least 80% of students administered the Fall 2015 MAP assessment will meet their growth projection on the Spring 2016 Benchmark in the area of ELA.

- At least 75% of students with disabilities administered the Fall 2015 Mathematics Benchmark exam will meet their growth projection on the Spring 2016 Benchmark.

- At least 75% of students with disabilities administered the Fall 2015 Reading Benchmark exam will meet their growth projection on the Spring 2016 Benchmark.

- At least 75% of students with disabilities administered the Fall 2015 ELA Benchmark exam will meet their growth projection on the Spring 2016 Benchmark.

- At least 75% of identified Black/African-American students administered the Fall 2015 Mathematics Benchmark exam will meet their growth projection on the Spring 2016 Benchmark.

- The percentage of all students absent for more than 10 days will decrease by 3%.

- The percentage of all students serving any number of days in In School Suspension will decrease by 10% during the 2015-2016 school year.

- The percentage of all students serving any number of days in Out of School Suspension will decrease by 10% during the 2015-2016 school year.

* Required component of SWP as set forth in section 1114 of ESEA

*2. School-wide reform strategies that are scientifically-researched based.
Response: Our school improvement goals will be designed with an effort to improve student achievement in all subject areas.

2(a). School-wide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.

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;

MATHEMATICS

Our 2014 CRCT scores indicate that we have made some gains in Mathematics. We recognize that our students must be empowered with proficient math skills to succeed in a world full of technology; therefore, we realize to accomplish our goal of increasing mathematics achievement, more than just drill and practice will be needed. Students need to be able to apply the knowledge that they learn and become problem solvers. To accomplish this goal, several strategies need to be in place.

Math Subject Area Meetings (Grade levels) need to focus on RTI and progress monitoring that encourages building a bridge between concrete mathematics and preparing our students for pre-algebra and beyond. After school hours and during planning we are offering staff development that will provide teachers with interventions designed to increase math achievement. Currently, our school is participating in Math Design Collaborative with our RESA District. Under the MDC, we are currently implementing Formative Assessment Lessons which should increase over-all Math achievement (FALS).

Furthermore, we are using Title One funds to implement Measures of Academic Progress (MAP). This is a software that will provide benchmarks and deep data reports for teachers and staff to use in making key decisions about instruction. We are currently using AIMSweb as our universal screener, and will continue to meet regularly as an RTI Team to share results. This will promote consistency and provide flexibility for accelerating students who are behind. We will continue to utilize technology as an integral part of the learning process. A+, Fraction Nation, and Fastt Math will be used for additional math practice. Afterschool tutoring will continue to be offered for students who may need additional help. This will begin in January. For those students who do not achieve a passing grade in their regular math class, remediation classes are offered during remediation labs and during FLEX. RTI meeting results, Milestone information, MAP data, and benchmark testing are all used to identify students for the remediation labs.

 READING

Research indicates that a child's reading ability directly impacts a child's overall wellbeing and academic success. However, we still need to work on improving our scores for our students that perform at Level 1 proficiency. Our reading scores indicate that we had losses in two of the three grade levels.

We will continue our RTI focus on reading comprehension, reading remediation provided during connections and our Reading Assistant program. We will also implement FLEX time to focus on reading achievement in the areas of comprehension, vocabulary acquisition, and fluency. Achievement scores indicate that middle school students also have a need for reading instruction as well as opportunities to practice skills related to all components of language arts.
Furthermore, our 7th grade Reading teacher is implementing the use of iPad technology, which was purchased

* Required component of SWP as set forth in section 1114 of ESEA

*2. School-wide reform strategies that are scientifically-researched based.

through Title One funding. Staff development will be provided for teachers in the areas of reading in content areas, corrective reading strategies, and read along strategies that enhance achievement. We are currently using Accelerated Reader for all students to promote reading. We have changed our AR program to focus on students reading within their Lexile range and incentives will be based on individual growth.

WRITING

Writing provides students with a creative opportunity to be involved in their learning. Reading and writing are interconnected. In most cases successful and proficient readers become successful and proficient writers. Students maximize achievement by understanding and connecting the reading and writing process. In order to develop proficient writers, the writing classroom must provide students with daily opportunities for practice and experimentation in writing in a safe and nurturing environment. We see the need for improvement in the area of writing Clinch Middle School students and teachers are continuing to explore different techniques and strategies to make gains. Our goal continues to be to encourage more students to improve and to move to higher levels on the grading rubric. A school-wide writing program was implemented last year through the Mark Diamond writing workshop.

Writing Scores
5th Grade Writing Assessment

33.3% Did Not Meet
61.1% Met
5.6% Exceeded

The State's academic content and student academic achievement standards will set the expectation for student mastery across the core content. All of our teachers have been trained on what this content includes and methods of teaching the content most effectively.

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

Response: Following are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies.

Daily instruction is standards-based. Teachers work to clearly articulate the standard in teaching and to also correlate the standard to an essential question for each lesson delivery. By articulating and posting the standard, as well as the essential question, students know what is expected and teachers can assess when students have a clear mastery of the standard addressed and when remediation and/or acceleration is appropriate. Use of the essential question in lesson delivery also allows students to approach learning at a higher level of thinking. Essential Questions, written at a higher level of Bloom's Taxonomy, are designed to increase students' higher order thinking skills. By using higher order levels, such as Analysis and Evaluation, students become responsible in constructing their own ideas and systems. Students "need encouragement to reflect, to share their emerging ideas and hypotheses with others, to have their errors and temporary understandings respected" (Zemelman, Daniels, & Hyde, 2005). This risk free learning environment where students are encouraged to develop greater understanding and ownership in the learning process is created within the tutoring sessions and beyond. Some of the technologies utilized as an intervention is Study Island. Purchased through Title monies, this program promotes acceleration and remediation that enhances our academics.

Furthermore, Measures of Academic Progress (MAP) is linked with Study Island and prescribes even deeper individualization for students based on their current level of mastery in ELA and Math.

* Required component of SWP as set forth in section 1114 of ESEA

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

Response: We will increase the amount and quality of learning time by (before/after school, summer school, Saturday school, block scheduling)…

The utilization of increased instructional time will come by virtue of after school tutoring. Students identified using multiple sources of data will be offered after school tutoring three days a week. This time will be used to strengthen our students who need remediation.

2(d). Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).

Response:

Our school improvement plan addresses all students and provides specific targets for targeted populations.

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

*3. Instruction by highly qualified professional staff.

Response:

It is the goal of Clinch County Middle School to assure that all teachers employed in the school meet the federal definition of Highly Qualified Teachers. The Clinch County System Director of Curriculum and of Professional Learning work with the school principal to assure that existing teachers and all new teachers meet this qualification.

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

Response:

We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia (use HiQ report and school staff roster and describe how certification deficiencies are being addressed)… We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. At this time, all staff members at Clinch Middle School are meeting Highly Qualified criteria. The principal verifies the Hi-Q status of all certified teachers and paraprofessionals at the beginning of each school year. The leadership staff at the school consists of one principal, one half-time assistant principal, and one Instructional Coach. The instructional coach position is funded with Title One funds. Other personnel serving Clinch County Middle School include a half-time counselor and social worker, eighteen certified classroom teachers and four paraprofessionals. Also, we share a Physical Education, Band, Art, Spanish, Gifted, Media Specialist and a Career Skills teacher with the Elementary and High Schools. Furthermore, we share a Speech and Language teacher and Parent Involvement Coordinator. Office staff includes a shared records clerk, shared receptionist, and a full time bookkeeper. Sharing a facility with the Elementary school allows us to share cafeteria workers and maintenance personnel. Each year Clinch County schools recruits Highly Qualified teachers through a job fair and university visits. Efforts are made to retain them

* Required component of SWP as set forth in section 1114 of ESEA

*3(a). Strategies to attract highly qualified teachers to high-needs schools.
through a strong professional development and the assignment of mentor teachers and a mentor program.

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

Response:
- We will include teachers, principals, paraprofessionals, and, if appropriate, pupil services personnel, parents, and other staff in the following professional development activities. These activities are designed to addresses the root causes of our identified needs. For example . . . Professional development will be offered in the areas identified in the school wide planning process, in areas desired by staff, as well as in areas mandated by state and district policies. Self-assessments done during the TKES evaluation process will help teachers and administration identify professional development needs for the school year. This includes training in reading, writing, and math instruction, RTI, differentiated instruction, standards-based classrooms, student feedback, after school tutoring, assessment development, data analysis, classroom and behavioral management techniques, computer hardware and software technology training, and ways to involve parents and members of the community. All stakeholders are involved in identifying areas of improvement.
- Clinch County Schools professional development opportunities provide professional growth opportunities that are designed to support the school improvement plan. Group and independent activities are designed to focus on system goals, school goals, and individual goals. The system offers professional growth opportunities for administrators, teachers, and paraprofessionals. Extensive staff input and data analysis drives the professional development.

We will devote sufficient resources to carry out effective professional development activities that are primarily job embedded and address the root causes of academic problems. For example (money, time, resources, instructional coaches, etc,)...

- Teachers will be involved in training throughout the year with the instructional coach on planning days, during planning time, after-school sessions, and faculty meeting training sessions. Title money will be used to afford Clinch's teachers opportunities to attend conferences and workshops offered through highly recognized professional organizations in order to benefit the academic achievement of our students. Professional learning in math will include training in reading and writing across the curriculum and in content areas, differentiated instruction, using math manipulatives in individual and group activities, and system training. Opportunities are also given for teachers to re-deliver needed materials gained through attending workshops and conferences. Grade level common planning time will be utilized for teachers to discuss, share ideas, and plan appropriate instruction. Cross grade level collaboration will be scheduled throughout the school year.

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

- Teachers are encouraged to use a wide range of formative and summative assessments and to differentiate their instruction and products of student learning. Teachers are also encouraged to use the data from their assessments to drive their decision making process. We will continue to use Measures of Academic Progress (MAP) as a source of data collection and we will continue the discussion school-wide on effective methods of assessment of and for learning.

* Required component of SWP as set forth in section 1114 of ESEA

*5.   Strategies to increase parental involvement.
In completing this section, you should review the parental involvement strategies already defined in your school's parental involvement policy. These could include many of the suggested responses below, although other strategies may still be considered.

Response:

A. We will involve parents in an organized, ongoing, and timely way in the planning,
review, and improvement of schoolwide programs and the school parental involvement policy by. . .

Parent involvement is a priority at Clinch County Middle, and we continuously take steps to increase that involvement. During the 2014-2015 school year, we were recognized as a finalist for the Family Friendly School Award that is designated by the Georgia Department of Education. We were the only middle school in the state named as a finalist, finishing in the top ten.

Title I funds our Parent Involvement Coordinator, who collaborates with administrators, staff, and the Parent Advisory Committee to lead parent involvement efforts for both the elementary and middle schools. Results of parent surveys guide the work of the Parent Involvement Coordinator and the Parent Advisory Committee.

Parent policies and compacts are distributed to all families at the beginning of each school year. Parent contacts, initiated by teachers, administrators, and the Parent Involvement Coordinator, are made on a regular, ongoing basis throughout the school year to keep parents abreast of their children's academic, behavioral, and attendance progress. A Parent Newsletter is distributed regularly to keep parents informed of happenings and celebrations at the school.

The Parent Advisory Committee, along with the School Council, meets regularly to further enhance our parent involvement initiatives. We greatly value the connection between our schools and this group.

One of our most successful parent involvement activities is Family Reading Night. This is held once per month, with two sessions being offered to accommodate the schedules of working parents. On average, we had over 50 attendees per session throughout the year. As a result of our Family Reading Nights, more than 150 CCES/MS students earned 100 or more Accelerated Reader points during the 2014-2015 school year.

We experience a high rate of return on our Title I Parent, Teacher, Student Compacts, as well as our parent surveys. Our surveys allow us to seek parent input on all of our school's programs and procedures on an annual basis. The results of the surveys are used to improve/enhance various aspects of our school.

Clinch County Elementary highlights the importance of good customer service, establishing and maintaining a positive rapport with parents. As a result, parent/guardian involvement opportunities occur throughout the school year. We will continue to expand these opportunities by attempting to obtain more feedback from parents.

The parent involvement coordinator helps us focus on making connections with parents and helping us find ways to eliminate the barriers that prevent parents from being more involved in their child's education. The parent involvement coordinator helps survey parents, set up workshops, build communication, and increase the level of participation of parents in our school.

Parental involvement in school wide planning will be encouraged in a variety of ways. Parents will be invited to participate on the School Council, the hiring of administrative staff, and other school decision making committees. Parents will be given the opportunity to provide feedback to the school and teachers through the use of the weekly courier homework folder, agenda planners, and through teacher email. Clinch County Middle will utilize the social media (Facebook and Twitter), the local newspaper, weekly newsletters, and the School Messenger system to notify

* Required component of SWP as set forth in section 1114 of ESEA

parents of teacher-parent conferences, the Annual Title I Parent Meeting, the six mandated Title I Parent Meetings, Title I Schoolwide Plan Committee Meetings, as well as School Council Meetings in an effort to involve parents in the school-decision making process and development of the SWP.

B.   We will update the school parental involvement policy periodically to meet the changing needs of parents and the school. We distribute it to the parents of participating children and make the parental involvement plan available to the local community by…

Parent involvement plans are reviewed and revised annually with parents. Plans include the required components of the parent involvement checklist. Plans are reviewed by the Title I director during on-site monitoring. Plans include activities/workshops that have been identified and requested through the previous year's annual parent involvement survey. Parent involvement plans are posted on the website, Parent Resource Center, available at the school, or hard copies may be sent home upon request. Also, The Parent Involvement Plan is in the student handbook which each student receives.

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 schoolwide plan, and the school-parent compact and encourage and invite all parents of participating children to attend by…

Placing a reminder on our marquee sign, sending a flyer home with each child, sending out phone, text and e-mail messages with our School Messenger System, social media, placing notification on system webpage, and putting it in the local newspaper.

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…

All parents are encouraged to complete our annual parent survey each spring. The surveys are collected and compiled and the following year's parent involvement activities are built around the responses. Parent Involvement Coordinator is encouraged to use volunteers to help compile survey results. Meetings are planned based on the data received from the parent surveys. Meeting times and dates are scheduled based on the survey results.

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 …

CCES and CCMS will provide assistance to parents of children served by the school district or school, as appropriate, in understanding the following: the State's academic content standards; student academic achievement standards; State and local assessments including alternative assessments; the requirements of Title I; how to monitor their child's progress; and how to work with educators through activities. Many opportunities are provided for building strong parent capacity. The purpose is to ensure effective involvement of parents and to support a partnership among the schools, parents, and the community to improve student academic achievement, though, at minimum, the following activities. Including, but not limited to, those listed below:

* Required component of SWP as set forth in section 1114 of ESEA

- Annual Open House
- A minimum of one parent teacher conference per year
- Annual notification of ESEA status
- Parent Advisory Committee meetings
- School Council meetings
- Parent Involvement/Engagement meetings
- Board of Education meetings
- School and classroom newsletters
- Newsletters/flyers/brochures
- Website information
- Facebook Page
- Family nights
- Volunteering
- E-mail communications
- Text Communication
- Phone calls
- Parent workshops and activities
- Student Handbooks
- Ensure school communications are distributed in home languages
- Articles publishes in the newspaper
- Parent Resource Center

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…*

In addition to the Title I Annual Meeting, all parents will be invited, via newspaper, webpage, flyer, AlertNow, social media, and school sign to meetings to review and revise the school's compact. Principals hold meeting with faculty and staff to gather that input into school compacts each year. Also, students are randomly selected and asked for their feedback before any compact is revised.

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…*

Title I schools will provide assistance to parents of children served by the school district or school, as appropriate, in understanding the following: the State's academic content standards; student academic achievement standards; State and local assessments including alternative assessments; the requirements of Title I; how to monitor their child's progress; and how to work with educators through activities Many opportunities are provided for building strong parent capacity. The purpose is to ensure effective involvement of parents and to support a partnership among the schools, parents, and the community to improve student academic achievement, though, at minimum, the following activities. Including, but not limited to, those listed below:

* Required component of SWP as set forth in section 1114 of ESEA

- Annual Open House
- A minimum of one parent teacher conference per year
- Annual notification of ESEA status
- Parent Advisory Committee meetings
- School Council meetings
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- Board of Education meetings
- School and classroom newsletters
- Newsletters/flyers/brochures
- Website information
- Facebook Page
- Family nights
- Volunteering
- E-mail communications
- Texting
- Phone calls
- Parent workshops and activities
- Student Handbooks
- Ensure school communications are distributed in home languages
- Articles published in local newspaper
- Parent Resource Center meetings/workshops held at each school and at the Title I Parent Resource Center
- Dissemination of Georgia Parental Information and Resource Center (GA PIRC)

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…*

All parents are encouraged to complete our annual parent survey each spring. The surveys are collected and compiled and the following year's parent involvement activities are built around the responses. Parent Involvement Coordinator is encouraged to use volunteers to help compile survey results. Training activities that help parents improve their child's achievement are developed based on these parent surveys and feedback received at meetings and conversations throughout the year.

I. *We 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 …*

The principals and parent involvement coordinator will conduct presentations with materials from GA Doe Parent Involvement website and other sources to educated teachers in the importance of utilizing parents as partners to promote the academic achievement of students.

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

* Required component of SWP as set forth in section 1114 of ESEA

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*6.	Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.

Response:

> *We will plan activities for assisting preschool children in the transition from early childhood programs. We have also included transition plans for students entering middle school or high school and for students entering from private schools including students entering our school throughout the school year . . .*

In order to assist fourth grade students and parents with transition to middle school, Clinch Middle has been holding a 4th grade Parent Night in the Spring of each year. Every 4th grader will participate in a tour of CCMS where the CCMS principal will provide a welcome and introduction for the upcoming 5th graders. Orientation meetings are held for parents to provide them with necessary information on curriculum, scheduling, and parent involvement activities, and an opportunity to have their questions answered prior to the beginning of school. At Open House in the fall, students and parents will visit the classroom to which they have been assigned. Books and newsletters are provided through the Parent Involvement Coordinator for parents who wish to learn more about the middle school program. In order to provide transition support to eighth grade students entering high school, Clinch County middle and high school counselors will coordinate a yearly high school orientation visit. Additional information about scheduling, extracurricular activities and expectations are provided to the student and parent during this orientation. Clinch Middle students will be bused to the high school in May of each year. The high school conducts an extensive orientation to familiarize the students with the high school expectations, schedules, grading, and extra-curricular options. The students tour the high school. Mandatory orientation meetings are held with students and parents in order to register the student for 8th grade courses.

* Required component of SWP as set forth in section 1114 of ESEA

*7.   Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program.

Response:
The ways that we include teachers in decisions regarding use of academic assessments are . . .

A. Teachers are briefed on trends in scores through our RTI meetings and through grade level meetings. Teacher's input is collected during these meetings to help guide decision making for future expenditures for success.
B. Teachers are trained to access student test scores information and how to interpret this data for effective instructional planning.
C. Grade level planning, school wide faculty meetings, team meetings, department meetings, and vertical team meetings, are held to provide teachers information on assessment results and to determine strategies for improving results.
D. Response to Intervention meetings are scheduled every 4 ½ weeks to analyze school wide data and assessments to determine program effectiveness.
E. Strengths and weaknesses of each student are identified by using common assessment data, benchmark data, and achievement test scores. Instruction is designed to meet the students' needs.
F. Teachers set yearly target goals for individual student and classroom achievement performance based on MAP data.

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

8(a). Measures to ensure that student's difficulties are identified on a timely basis.

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, and additional assistance. Those activities are (especially for those students who are struggling by…

Through our Data drive RTI, Grade level, and vertical plannings, teachers analyze and modify students' levels of interventions in a timely manner. Furthermore, our instructional coach continuously monitors data and communicates with grade level teachers. This provides students with opportunities to be remediated in a timely manner.

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

Response:

Throughout the year teachers and staff will be given opportunities for growth and understanding of analyzing data and making necessary modifications to instruction through the use of webinars and professional development.

* Required component of SWP as set forth in section 1114 of ESEA

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

Response:
Parent teacher conferences are scheduled at the end of each nine week grading period. During conferences, teachers are available for parents. Furthermore, we have our counselor, social worker, and parent involvement coordinator participate in our parent conferences. The parent resource room is available for parents to check out materials.

*9. Coordination and integration of federal, state, and local services and programs.
This component requires a description of how the school will implement the programs listed above, a description of how Title I resources and other resources will be coordinated to support student achievement goals in the school improvement plan, and a listing of all state and federal programs consolidated in the schoolwide plan.

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

Response: The following activities are in place to ensure that students who experience difficulty mastering Common Core Georgia Performance Standards are provided timely assistance:

A. In order to ensure that students' difficulties are identified in a timely manner, each year teachers will review permanent records, 504 records, test information, special education records; if applicable, mini-assessment results, and results from the benchmark tests to determine student strengths and weaknesses.

* Required component of SWP as set forth in section 1114 of ESEA

9(b). Description of how resources from Title I and other sources will be used.

Response:

Training on intervention strategies will be provided each year at the school and county level. During grade level meetings and RTI meetings, teachers use data to identify students experiencing difficulty and to develop instructional strategies to meet the students' needs. The Pyramid of Interventions is followed and students are placed in appropriate intervention tiers. Response to Intervention strategies are utilized and tracked to systematically monitor student progress over time. The CCMS instructional staff will continually receive training in recognizing difficulties. The staff will work together to determine and provide appropriate assistance through:

- Actively participating in RTI meetings
- Continually increasing the number of books and materials available for students on a variety of instructional levels
- Using resource persons within the school, school district, and outside the district
- Providing professional learning classes on strategies for teaching students who experience difficulties
- Individualizing instruction by using Study Island, A+, Fraction Nation, Fast Math, Reading Assistant, and Coach Connected
- Providing extended learning opportunities during the school day for struggling students such as remediation lab time

Other areas that were identified by the teachers as needing Title funds for improvement included additional training on differentiation and extend content related to the CCGPS. This would benefit all subject areas. The group also felt that we needed to display student data for areas such as CRCT test scores, Milestone scores, pyramids of intervention, teaching aids and professional learning sessions. Title funds will be spent to purchase materials for our poster machine to assist in data monitoring. Finally, the teachers felt it was important to reserve funds for workshops related to areas including but not limited to the RTI process, Differentiated Instruction, and Positive Behavior Interventions and Supports.

9(c). Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.

Response:

Clinch Middle School focuses on how teachers and students can use technology to improve teaching and learning. We also want to ensure that teachers are able to integrate technology into the curriculum to improve student achievement. The faculty and staff of Clinch Middle realize that technology will enhance learning. Funding and time continue to be barriers to full-scale implementation of technology. Some of our curriculum is technology-based; therefore, a county assigned instructional technology coordinator helps teachers implement technology. Furthermore, through Title One funds, we are able to fund a paraprofessional that assists with technology troubleshooting. Our Instructional Coach usually delivers information regarding technology and software available for student and teacher use. The Principal, Instructional Coach, and/or Assistant Principal, orders and renews necessary software each year. The software includes instructional and assessment support for reading, math, science, and social studies.

* Required component of SWP as set forth in section 1114 of ESEA

10. Description of how individual student assessment results and interpretation will be provided to parents.
Response: Assessment results are provided to parents through different avenues. Parents may access Power School to see their current academic standing in the classroom. Parents also receive 4 ½ week progress reports. Email and phone communication is also a valuable tool that our teachers use to disseminate information to our parents. State test results are sent home to the parents with an explanation of the scores as soon as the state makes them available to the school system.

11. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.
Response: Data is collected and located in the instructional coaches offices related to the previous year's assessment data. Data on individual students is also provided to teachers as needed. Other data will be examined through the RTI and Grade level meetings. Standardized test data is collected according to state Title I guidelines by the district Title I Coordinator and System Testing Coordinator. The Georgia State Department of Education will disaggregate data and provide information to the system and to the school. The media will be provided with reports on this data from the system central office. Clinch Middle teachers, administrators, assistant principal and counselors will share statewide data with parents during parent nights and School Council meetings throughout the year. Clinch Middle administrators will have a data notebook on file with standardized test scores and other comparison data.

12. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.
Response: The state mandated assessments meet validity and reliability requirements; therefore, they are statistically sound.

13. Provisions for public reporting of disaggregated data.
Response: The disaggregated data will be reported to the public in accordance with state guidelines. The State Report Card and local system reports will be disseminated to the media at system and state levels.

* Required component of SWP as set forth in section 1114 of ESEA

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

Response:

The development of the Clinch Middle School-Wide Title I Plan extended throughout the 2014-2015 school year. The plan may be updated over the course of several meetings held in the 2015-2016 school year through Clinch's Leadership Team, parents, School Council, Department chairs, and Administration.

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

Response:

There was collaboration between the principal, assistant principal, regular education and special education teachers, paraprofessionals, and parents. Parent input was solicited through surveys and through participation and School Council meetings.

* Required component of SWP as set forth in section 1114 of ESEA

16.   Plan available to the LEA, parents, and the public.
Response:
Clinch Middle's School-Wide Title I Plan will be available to the LEA, parents, and the public. Copies of the plan will be placed in the parent handbook, on the Clinch County website, and in the school office and the parent resource center.

17.   Plan translated to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.
Response:
The School-Wide Title I Plan of Clinch Middle will be written in English, which is the primary language of the majority of the students in the school. The plan will also be translated in Spanish as needed.

18.   Plan is subject to the school improvement provisions of section 1116 of ESEA as amended by Georgia's ESES Flexibility Waiver.
Response:
The School-Wide Title I Plan of Clinch Middle is subject to the school improvement provisions of section 1116 of Title I of the ESEA of 2001.

* Required component of SWP as set forth in section 1114 of ESEA