

## Georgia Department of Education Title I Schoolwide/School Improvement Plan

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
<b>School Name: Jonesboro Middle School</b>		<b>District Name: Clayton</b>
<b>Principal Name: Corey Stephens</b>		<b>School Year: 2018-2019</b>
<b>School Mailing Address: 1308 Arnold Street, Jonesboro, GA 30236</b>		
<b>Telephone: 678-610-4331</b>		
<b>District Title I Director/Coordinator Name: Katrina Thompson</b>		
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ESEA WAIVER ACCOUNTABILITY STATUS		
(Check all boxes that apply and provide additional information if requested.)		
<b>Priority School</b> <input type="checkbox"/>		<b>Focus School</b> <input type="checkbox"/>
<b>Title I Alert School</b> <input type="checkbox"/>		
<b>Principal's Signature:</b>		<b>Date:</b>
<b>Title I Director's Signature:</b>		<b>Date:</b>
<b>Superintendent's Signature:</b>		<b>Date:</b>
<b>Revision Date: 8/21/2018</b>	<b>Revision Date:</b>	<b>Revision Date:</b>

## **Georgia Department of Education Title I Schoolwide/School Improvement Plan**

### **SWP Template Instructions**

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



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### Planning Committee Members

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Corey Stephens		Principal
Anesa Nauck		Assistant Principal
Damon Marshall		Assistant Principal
Hollie Taylor		Counselor
Tania Wright-Fana		Title 1 Academic Coach
Sharon Reddick		Teacher, Social Studies
Antoine Lewis		Teacher, Language Arts/7th Grade Level Chair
Althea Louis		Teacher, Social Studies
Kimberly Trammel Valerie Joachim-Francis		Teacher, Math
Kimberly Smith		Teacher, Language Arts
Krystal Rainey		Teacher, Science
Althea Louis		8th Grade Level Chair
Crystal Benton		6th Grade Level Chair
Lotunja Wright		Media Specialist
Ilisia Jones		Title 1 Parent Liaison
Oletha Williams		Parent
Jahkyah Williams		Student
Ivel Gonzalez		Student

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### SWP/SIP Components

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

#### *Response:*

A. Jonesboro Middle School school-wide Title I plan was developed with the participation of individuals who will carry out the comprehensive school improvement program initiatives. Those persons involved were members of the Jonesboro Leadership Team, teachers, students, and parents. Involvement consisted of meeting weekly, bi-weekly, and monthly to discuss school needs, creating online surveys for all stakeholders (parents, students, teachers, and community), and analyzing survey data to determine topics for discussion concerning the school wide plan. In addition to creating the plan, progress is reviewed periodically by the use of various assessments. Meetings (leadership, grade level, PTSA, and school council) are held throughout the year to monitor school improvement.

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

- Brainstorming to create a comprehensive needs assessment (survey) for stakeholders
- Offering several opportunities for stakeholders to give feedback on the assessment surveys (hard copies, online, interviews, conferences)
- Providing different venues for participating in the school-wide plan (making copies available around the school, mailing surveys to partners in education and community partners)
- Having a team of teachers compile GMAS results and report findings to all stakeholders
- Using formative and summative results to make academic and financial decisions
- Analyzing student attendance and demographic data to determine workshops to help parents
- Using discipline data to inform decisions concerning professional learning for staff

Throughout the process, we reviewed the following data:

- Student Attendance
- Teacher Attendance
- Retention Rate
- Parental Involvement
- Collaborative Planning
- TKES/LKES data
- District Benchmark Results
- Individual Education Plans
- 504 Accommodations
- RTI/SST
- Surveys (Teacher/Student/Parents)
- Georgia Milestone Assessment Data

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- C. Jonesboro Middle School does not have a migrant student population at this time. In the event the school gains a migrant population, the school will follow district, state, and federal guidelines to ensure that these students are afforded the same opportunities as all other students. We will diagnose their needs, create and maintain a profile based on the needs assessment, plan engaging instruction, teach GA Common Core Performance Standards, assess for mastery, reteach with appropriate interventions/RTI and administer summative assessments, determine if mastery is achieved or further intervention is required. The families will receive names of schools, community support and resources available, which include but are not limited to providing bilingual services, school supplies, remedial and/or enrichment opportunities, and language development support through the use of research based foreign language software programs. All parents or guardians enrolling a child in the school will receive a survey that determines whether or not the child will be identified as migrant. The original form is sent to the Office of Federal Programs to be forwarded to the GaDOE-Migrant ABAC office. A copy of the completed survey is maintained in the student's cumulative folder.
- 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. We have also reviewed data for Writing, Math, Science, Language Arts, and Social Studies. Although our teachers and staff work continuously to extend student learning in a way that each child gains a deeper understanding of the content, there continues to be additional room for growth in math, language arts, and science. For example, the most recent state assessment (Georgia Milestones) showed that all the students category needs supplemental help in ELA, Math, Social Studies, and Science. Based on this data, the school has identified four major focus areas to improve: ELA, Math, Social Studies and Science for all grade levels.

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**TABLE 1: Student Demographic Data**

School Demographic Data			
Total Enrollment	2015-2016	2016-2017	2017-2018
Asian	26	28	22
Black	587	581	644
Hispanic	232	210	243
Multiracial	31	24	17
White	36	31	21
English Language Learners	61	53	122
Gifted	72	71	45
Students with Disabilities	115	106	213

The data shows that Jonesboro Middle School's enrollment is remaining steady between 850 and 950. The data shows an increase in the number of students identified as English Language Learners and Students with Disabilities.

**TABLE 2: CCRPI Score**

			CCRPI SCORE				
2015-2016	2016-2017	2017-2018	2016-2020 Goals				
Overall Score: 54.1	Overall Score: 64.4	Overall Score:	2016 Goal: 58.87                      2019 Goal:62.68 2017 Goal: 60.14                      2020 Goal: 63.95 2018 Goal: 61.41				
Achievement Pts Earned: 19 /50	Achievement Pts Earned: 21.3/50	Achievement Pts Earned:	Overall CCRPI Goals based on the following formula: CCRPI Performance Goals				
Progress Pts Earned: 30.4/40	Progress Pts Earned: 35.9/40	Progress Pts Earned:	For each year during the five-year Strategic Waiver School system term, formerly the Investing in Educational Excellence (IE2), with the baseline year 2015-2016, Jonesboro Middle School will increase its College and Career Ready Performance Index (CCRPI) score with <i>Challenge Points</i> by 3% of the gap between the baseline year CCRPI score and 100.				
Achievement Gap Points Earned: 5/10	Achievement Gap Points Earned: 6.7/10	Achievement Gap Points Earned:	<b>IE2 Annual Growth</b> <b>= (100-2016 CCRPI Score (without Challenge Points)) x 0.03</b>				
Challenge Points Earned: .5/10	Challenge Points Earned: .5/10	Challenge Points Earned: .	<i>Example</i>				
			<b>Baseline CCRPI Score</b>	<b>Expected Annual Growth</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
			65	(100 – 65)(.03)	65 + 1(1.05)	65 + 2(1.05)	65 + 3(1.05)
				1.05	66.05	67.1	68.15

The data in table 2 indicates that we were scoring below expected levels. The 57.6 score was the baseline data used to calculate the 3% growth goal for the upcoming five years. The 57.6 score and supporting data was the first published using the new Georgia Milestones assessment given to students statewide.

**TABLE 3: Remediation Programs**

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Language! Live Lexile Mean*		
<b>BOY 2015-2016</b>	<b>MOY 2015-2016</b>	<b>EOY 2015-2016</b>
<b>607.5</b>	<b>694.2</b> <b>(87 point increase)</b>	<b>803.63</b>
<b>BOY 2016-2017</b>	<b>MOY 2016-2017</b>	<b>EOY 2016-2017</b>
<b>615.9</b>	<b>676.46</b>	<b>775.23</b>
<b>BOY 2017-2018</b>	<b>MOY 2017-2018</b>	<b>EOY 2017-2018</b>
<b>645.43</b>	<b>692.60</b>	<b>743.36</b>

Read 180 Lexile Mean*		
<b>BOY 2015-2016</b>	<b>MOY 2015-2016</b>	<b>EOY 2015-2016</b>
<b>565</b>	<b>608.4</b> <b>(43 point increase)</b>	<b>636.4</b>
<b>BOY 2016-2017</b>	<b>MOY 2016-2017</b>	<b>EOY 2016-2017</b>
<b>686</b>	<b>730</b>	<b>772</b>
<b>BOY 2017-2018</b>	<b>MOY 2017-2018</b>	<b>EOY 2017-2018</b>
<b>613.93</b>	<b>685.81</b>	<b>700.90</b>

Data from table 3 indicates that students who were placed in the Language Live and Read 180 programs showed growth from the beginning of the year to the end of the year for the school years 2015-2016, 2016-2017, and 2017-2018.

### 2015-2016 All grade levels Language Arts End of Grade Test (Georgia Milestones)

English Language Arts (All Grade Levels)										
	% of Beginning		% of Developing		% of Proficient		% of Distinguished		% of Proficient and Distinguished	
	#	%	#	%	#	%	#	%	#	%
All Students	381	41	324	35	153	17	9	<1	162	18
Black	275	46	208	35	95	16	2	<1	97	16

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Hispanic	76	33	88	38	37	16	6	2	43	18
Multiracial	9	3	12	38	2	6	0	0	2	6
White	12	33	7	19	8	22	1	3	9	25
Economically Disadvantaged										
English Learners	34	55	2	3	0	0	0	0	0	0
Students with Disabilities	89	77	12	10	0	0	0	0	0	0

### 2016-2017 All grade levels Language Arts End of Grade Test (Georgia Milestones)

English Language Arts (All Grade Levels)											
	% of Beginning		% of Developing		% of Proficient		% of Distinguished		% of Proficient and Distinguished		2017 State Performance Target
	#	%	#	%	#	%	#	%	#	%	%
All Students	884	42	336	38	380	43	26	3	186	46	n/a
Black	267	44	327	37	236	39	2	2	98	41	40
Hispanic	78	37	171	42	174	46	1	1	82	47	47.2
Multiracial	0	0	0	0	0	0	0	0	0	0	33.33
White	0	0	0	0	0	0	0	0	0	0	46.6
Economically Disadvantaged	267	42	336	38	380	43	26	3	186	46	42.9
English Learners	34	31	30	6	0	0	0	0	0	0	22.5
Students with Disabilities	110	90	78	11	75	3	0	0	0	0	21.3

### 2017-2018 All grade levels Language Arts End of Grade Test (Georgia Milestones)

English Language Arts (All Grade Levels)											
	% of Beginning		% of Developing		% of Proficient		% of Distinguished		% of Proficient and Distinguished		
	#	%	#	%	#	%	#	%	#	%	
All Students	461	49.4	318	34.1	143	15.3	11	1.2	154	16.5	
Black	321	50.8	219	34.7	87	13.8	5	0.8	92	14.6	
Hispanic	111	46.1	84	34.9	42	17.4	4	1.7	46	19.1	
Multiracial	11	61.1	7	38.9	0	0	0	0	0	0	
White	12	60.0	3	15.0	5	25	0	0	0	0	
Economically Disadvantaged	461	49.4	318	34.1	143	15.3	11	1.2	154	16.5	
English Learners	56	84.4	9	13.6	1	1.5	0	0	1	1.5	
Students with Disabilities	142	92.8	11	7.2	0	0	0	0	0	0	

Data from 2016-2017 shows that over 80% of Jonesboro Middle Schools test-takers in English Language Arts were at the beginning or developing level. There was a decrease in the percentage of beginning and developing students from 76 to 80%. Due to the high number of students performing at the beginning and developing levels, we will continue to identify and implement best teaching and learning literacy practices



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to ensure that 100% of all test takers are either a Proficient or Distinguished learner in English/Language Arts.

**TABLE 5: 2015-2016 All grade levels Mathematics End of Grade Test (Georgia Milestones)**

<b>Mathematics (All Grade Levels)</b>										
	% of Beginning		% of Developing		% of Proficient		% of Distinguished		% of Proficient and Distinguished	
	#	%	#	%	#	%	#	%	#	%
All Students	419	46	315	34	73	8	26	3	99	11
Black	305	52	205	35	42	7	8	1	50	8
Hispanic	82	35	83	36	24	10	9	4	33	14
Multiracial	12	39	8	26	1	3	1	3	2	6
White	13	36	9	25	3	8	1	3	4	11
Economically Disadvantaged										
English Learners	33	54	7	11	1	2	0	0	1	2
Students with Disabilities	85	74	16	14	1	<1	0	0	1	<1

**2016-2017 All grade levels Mathematics End of Grade Test (Georgia Milestones)**

<b>Mathematics (All Grade Levels)</b>											
	% of Beginning		% of Developing		% of Proficient		% of Distinguished		% of Proficient and Distinguished		2017 State Performance Target
	#	%	#	%	#	%	#	%	#	%	%
All Students	327	38	406	47	122	14	26	3	148	17	n/a
Black	244	30	279	33	67	8	11	1	78	9	37.9
Hispanic	64	8	101	12	39	4	11	1	50	6	51.2
Multiracial	9	1	8	1	0	0	0	0	0	0	36.1
White	0	0	0	0	0	0	0	0	0	0	26.6
Economically Disadvantaged	327	38	406	47	122	14	26	3	148	17	
English Learners	35	4	21	2	0	0	0	0	0	0	29.2
Students with Disabilities	88	10	22	3	0	0	0	0	0	0	15.7

**2017-2018 All grade levels Mathematics End of Grade Test (Georgia Milestones)**

<b>Mathematics (All Grade Levels)</b>											
	% of Beginning		% of Developing		% of Proficient		% of Distinguished		% of Proficient and Distinguished		2017 State Performance Target
	#	%	#	%	#	%	#	%	#	%	%
All Students	456	51	350	38.9	83	9.2	11	1.2	94	10.4	n/a
Black	331	53.7	235	38.1	47	7.6	3	0.5	50	8.1	39.0
Hispanic	96	42.5	100	44.2	26	11.5	4	1.8	30	13.3	52.7

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Multiracial	12	66.7	6	33.3	0	0	0	0	0	0	37.1
White	11	55	6	30	3	15	0	0	0	0	27.3
Economically Disadvantaged	456	51	350	38.9	83	9.2	11	1.2	94	10.4	n/a
English Learners	45	68.2	19	28.8	2	3.0	0	0	0	0	30
Students with Disabilities	135	89.4	16	11	0	0	0	0	0	0	16.2

### 2015-2016 Algebra I End of Course Test (Georgia Milestones)

Algebra I (8 <sup>th</sup> grade)										
	% of Beginning		% of Developing		% of Proficient		% of Distinguished		% of Proficient and Distinguished	
	#	%	#	%	#	%	#	%	#	%
All Students	29	35	25	30	25	30	4	5	29	35
Black	0	0	7	35	12	60	1	5	13	65
Hispanic	0	0	1	9	9	82	1	9	10	91
Multiracial	0	0	0	0	1	100	0	0	1	100
White	0	0	1	50	1	50	0	0	1	50
Economically Disadvantaged										
English Learners	0	0	9	25	24	67	3	8	27	75
Students with Disabilities	0	0	0	0	0	0	0	0	0	0

### 2016-2017 All grade levels Algebra I End of Course Test (Georgia Milestones)

Algebra I – 8 <sup>th</sup> Grade Students											
	% of Beginning		% of Developing		% of Proficient		% of Distinguished		% of Proficient and Distinguished		2017 State Performance Target
	#	%	#	%	#	%	#	%	#	%	%
All Students	1	0	10	26	18	47	5	13	23	61	n/a
Black	1	0	5	13	6	16	3	8	9	27	n/a
Hispanic	0	0	3	8	7	17	1	0	8	26	n/a
Multiracial	0	0	0	0	0	0	0	0	0	0	n/a
White	0	0	0	0	0	0	0	0	0	0	n/a
Economically Disadvantaged	1	0	10	26	18	47	5	13	23	61	n/a
English Learners	0	0	0	0	0	0	0	0	0	0	n/a
Students with Disabilities	0	0	0	0	0	0	0	0	0	0	n/a

Data from 2016-2017 shows that 85% of Jonesboro Middle Schools test-takers in Mathematics were at the beginning or developing level. The students increased the percentage of students performing at the developing and proficient from 42% to 61%. Also, the number of Algebra I students performing at the

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beginning or developing level was at 65% in 2015-2016. The number of Algebra I students performing at the developing and proficient levels were at 73% for the 2016-2017 school year. The low pass rate experienced by our mathematics test-takers strongly suggest a need for increased and deeper analysis of students' mathematics knowledge, teachers' content knowledge, and implementation of current instructional practices.

### 2017-2018 Algebra I End of Course Test (Georgia Milestones)

Algebra I										
	% of Beginning		% of Developing		% of Proficient		% of Distinguished		% of Proficient and Distinguished	
	#	%	#	%	#	%	#	%	#	%
All Students	7	22.6	10	32.8	12	38.7	2	6.5	14	45.2
Black	3	9.4	5	16.4	5	19.4	0	0	5	39.2
Hispanic	4	10.6	4	15.4	5	19.4	1	3.5	6	40.5
Multiracial	0	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	7	24	9	38	11	38	2	7	13	45
English Learners	0	0	0	0	0	0	0	0	0	0
Students with Disabilities	0	0	0	0	0	0	0	0	0	0

### 2015-2016 Science- All Grade Levels End Of Grade Test (Georgia Milestones)

Science- All Grade Levels										
	% of Beginning		% of Developing		% of Proficient		% of Distinguished		% of Proficient and Distinguished	
	#	%	#	%	#	%	#	%	#	%
All Students	381	42	324	35	153	17	9	<1	162	18
Black	275	47	208	35	95	16	2	<1	97	16
Hispanic	82	35	83	36	24	10	9	4	33	14
Multiracial	12	39	8	26	1	3	1	3	2	6
White	13	36	9	25	3	8	1	3	4	11
Economically Disadvantaged	381	42	324	35	153	17	9	<1	162	18
English Learners	38	62	3	5	0	0	0	0	0	0
Students with Disabilities	88	76	12	10	2	2	0	0	0	0

### 2016-2017 All grade levels Science End of Grade Test (Georgia Milestones)

Science (All Grade Levels)											
	% of Beginning		% of Developing		% of Proficient		% of Distinguished		% of Proficient and Distinguished		2017 State Performance Target
	#	%	#	%	#	%	#	%	#	%	%
All Students	186	70	64	24	16	6	0	0	16	6	62.9

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Black	197	74	61	23	8	3	1	1	9	4	47.4
Hispanic	173	65	64	24	29	11	0	0	29	11	55.2
Multiracial	0	0	0	0	0	0	0	0	0	0	67.9
White	0	0	0	0	0	0	0	0	0	0	75.9
Economically Disadvantaged	186	70	64	24	1	6	0	0	1	6	52.6
English Learners	18	95	9	5	0	0	0	0	0	0	41.1
Students with Disabilities	26	93	2	7	0	0	0	0	0	0	44

Data from the 2016-2017 shows 77% of Jonesboro Middle School's test-takers performing at the beginning or developing level. The data indicates that English learner test-takers all scored at the beginning or developing level as did all but two percent of student with disabilities. Due to the high number of students in the beginning and developing learner levels, we will continue to identify and implement best instructional practices in science to ensure that 100% of all test takers are either Proficient or Distinguished Learner on the Science Georgia Milestones.

### 2017-2018 All grade levels Science End of Grade Test (Georgia Milestones)

Science (All Grade Levels)											
	% of Beginning		% of Developing		% of Proficient		% of Distinguished		% of Proficient and Distinguished		2017 State Performance Target
	#	%	#	%	#	%	#	%	#	%	%
All Students	177	71.1	60	24.3	10	4	0	0	0	0	64.7
Black	125	71	42	23.9	9	5.1	0	0	0	0	48.8
Hispanic	40	69	17	29.3	1	1.7	0	0	0	0	56.8
Multiracial	6	85.7	1	14.3	0	0	0	0	0	0	69.9
White	4	100	0	0	0	0	0	0	0	0	78.1
Economically Disadvantaged	177	71.1	60	24.3	10	4	0	0	0	0	54.1
English Learners	19	95	1	5	0	0	0	0	0	0	42.3
Students with Disabilities	40	93	3	7	0	0	0	0	0	0	45.3

### 2015-2016 Social Studies- All Grade Levels End Of Grade Test (Georgia Milestones)

Social Studies- All Grade Levels											
	% of Beginning		% of Developing		% of Proficient		% of Distinguished		% of Proficient and Distinguished		
	#	%	#	%	#	%	#	%	#	%	
All Students	511	56	206	22	92	10	20	2	112	12	
Black	360	61	138	23	54	9	7	1	61	10	
Hispanic	107	46	54	23	30	13	5	2	35	15	
Multiracial	16	52	4	13	2	6	0	0	2	6	
White	16	44	5	14	3	8	2	5	5	14	
Economically Disadvantaged											



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English Learners	33	54	3	5	0	0	0	0	0	0
Students with Disabilities	90	78	11	9	1	<1	0	0	0	0

### 2016-2017 All grade levels Social Studies End of Grade Test (Georgia Milestones)

Social Studies (All Grade Levels)											
	% of Beginning		% of Developing		% of Proficient		% of Distinguished		% of Proficient and Distinguished		2017 State Performance Target
	#	%	#	%	#	%	#	%	#	%	%
All Students	134	44	109	36	52	17	6	2	55	18	65.5
Black	97	47	75	36	31	15	2	1	33	16	52.5
Hispanic	30	42	26	37	12	17	3	4	16	21	58.1
Multiracial	0	0	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	134	44	109	36	52	17	6	2	57	19	55
English Learners	13	93	1	7	0	0	0	0	0	0	43.2
Students with Disabilities	27	93	2	7	0	0	0	0	0	0	46.5

Data from the 2016-2017 shows 80% of Jonesboro Middle School's test-takers performing at the beginning or developing level. The data indicates that English learner test-takers all scored at the beginning or developing level as did all but one student with disabilities. Due to the high number of students in the beginning and developing learner levels, we will continue to identify and implement best instructional practices in social studies to ensure that 100% of all test takers are either Proficient or Distinguished Learner on the Social Studies Georgia Milestones.

### 2017-2018 All grade levels Social Studies End of Grade Test (Georgia Milestones)

Social Studies (All Grade Levels)											
	% of Beginning		% of Developing		% of Proficient		% of Distinguished		% of Proficient and Distinguished		2017 State Performance Target
	#	%	#	%	#	%	#	%	#	%	%
All Students	131	48.2	98	36	38	14	5	1.8	43	15.8	67.4
Black	92	50.3	67	36.6	21	11.5	3	1.6	24	13.1	54
Hispanic	27	37	30	41.1	15	20.5	1	1.4	16	21.9	59.8
Multiracial	7	100	0	0	0	0	0	0	0	0	0
White	4	100	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	131	48.2	98	36	38	14	5	1.8	43	15.8	56.6
English Learners	18	90	2	10	0	0	0	0	0	0	44.4
Students with Disabilities	38	90.5	3	7.1	1	2.4	0	0	0	0	47.8

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2017-2018 Failure Rate												
	6th Grade				7 <sup>th</sup> Grade				8 <sup>th</sup> Grade			
	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
ELA	19.74	31.65	23.91	9.54	7.52	20.00	17.67	3.90	10.05	13.93	24.75	19.21
Math	11.21	12.50	13.04	9.02	6.73	6.36	8.94	2.15	22.50	23.67	28.64	8.61
Social Studies	7.98	26.05	20.47	6.39	1.66	2.44	12.75	2.02	11.00	12.74	14.76	7.44
Science	15.27	21.67	21.18	13.11	4.68	17.89	16.60	6.43	15.69	23.26	16.38	20.74

### Retention Rate

Less than 5% of the students at Jonesboro Middle School are retained in the current grade level.

### Student Attendance

Student daily average attendance rate varied between 92% and 97% during the 2015-2016 school year with an overall average of 94.06% and an overall average of 95.14% during the 2016-2017 school year. A plan will be put in place during the 2017-2018 school year to address attendance issues at the school.

### Teacher Attrition Rate

Approximately 20% of teachers left Jonesboro Middle School for reasons other than teacher retirement.

### Disciplinary Infractions

There was a 10% increase in the assignment of OSS for student infractions. The school-wide behavior plan was re-visited by the student discipline committee and suggestions that were discussed will be introduced to reduce the number of referrals. The school will utilize the county's programs such as Choices and Project HIP to reduce the number of OSS days during the 2018-2019 school year.

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 (ED) students who may experience lack of opportunities or exposure to a variety of outside learning opportunities. Eighty-five percent of the student population are economically disadvantaged. CCRPI reports indicate these students did not meet subgroup performance in ELA, Math, Science, and Social Studies, and did not meet the state targets in ELA, Math, Science, and Social Studies.

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- Students from a variety of racial and ethnic groups who have diverse ways of acquiring new information.
- Students with disabilities who have individualized educational plans to support the most appropriate instructional strategies to utilize and instructional modifications that are necessary to address their learning strengths and weaknesses. Students with disabilities make up twelve percent of our student population. Previous CCRPI reports indicate these students did not meet subgroup performance in ELA, Math, Science, and Social Studies.
- Students with limited English proficiency sometimes require instructional modifications to effectively have access to the curriculum to gain understanding. CCRPI data indicates that the subgroup did not meet the state or subgroup performance targets.

F.

Jonesboro Middle School had 75% of students who attempted the EOC test for Algebra I achieved at the proficient or distinguished level.

After reviewing our data, we found that Jonesboro Middle School has many areas of concern about our student's performance in Language Arts, Mathematics, Science, and Social Studies. According to the GMAS data, all domains in all content areas indicate a high need for learning support. Approximately 82% of students are indicating a need for remediation in reading and vocabulary and in writing and language due to scoring at the beginning or developing learner level. Also, 89% of students are indicating a need in all domains for mathematics by scoring at the beginning or developing learner level. The domains that indicated the greatest need for remediation was Geometry in 6<sup>th</sup> and 8<sup>th</sup> grades and Statistics and Probability for 7<sup>th</sup> grade. Overall, the GMAS Science assessment indicated 87% of our students in need of remediation due to scoring at the beginning or developing learner level. The greatest areas of need are Energy and its Transformation for 8<sup>th</sup> grade. The GMAS scores for Social Studies of 85% of students in need of remediation due to scoring at the beginning or developing learner level. The greatest area of need in the 8<sup>th</sup> grade is the Government/Civics domain. The areas indicated are content areas that showed the greatest need, we will continue to focus on English/Language Arts and Mathematics, Science and Social Studies.

Teams of stakeholders, including parents, teachers, and administrators, used a variety of protocols and tools to identify root causes that explain our low student performance in all content areas. From the process, we discovered the following causes for low academic achievement:

- Teachers are not implementing effective instructional practices.
- Teachers not planning instruction based on student needs and data.
- Teachers need comprehensive training on gradual release/explicit instruction model.
- Teachers need training on utilizing data to drive instruction.

G.

We believe as we address these causes of low achievement our students will show growth in all academic core areas. Our measurable goals are listed below:

- ❖ Increase the percentage of students performing at the proficient and distinguished level on the Georgia Milestones Assessment in all core content areas (Math, English Language Arts, Science, and Social Studies) by 5%.

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- ❖ Decrease the student achievement gap by 10% between the EL and SWD subgroups in all core content areas (Math, English Language Arts, Science, and Social Studies), in comparison to all students on the Georgia Milestones Assessment on the End of Grade Tests.

### 2. Schoolwide reform strategies that:

#### *Response:*

Jonesboro's staff considered three key questions when determining school-wide reform strategies. They are:

1. How will the strategy close achievement gaps?
2. How will we know the reform strategies are successful?
3. How will we make changes to our reform strategies if they are not effective?

Surveys are conducted periodically throughout the school year based on district requirements and school needs. The assessment is given to all parents at the annual meet and greet in August and September and the last assessment is given to all students and parents in the Spring of each year. Additional interest surveys are posted on the school's web-site for students, parents, and the community. The results are used for school improvement and student achievement. Feedback forms are given during each after school event. The following surveys were completed by all stakeholders and return rate listed.

\* Student survey: Online dissemination in the fall, 2018(pending)

\* Saturday Parent Academy Surveys: Disseminated after each parent session- 100%.

We have chosen to use the work of Robert Marzano, What Works in Schools as a framework for how we should use data and information to improve teaching for every teacher, and learning for every student. While searching for interventions and preventions that will help us meet our students academic needs and staff's professional development needs as well as help us meet our goals, we believe the following strategies will prove to be effective. They are:

1. Require and ensure that teachers implement the district's explicit instruction/gradual release of responsibility framework with high levels of fidelity. Explicit instruction is a process for instructional delivery which includes step by step phases that include direct explanation, modeling by the teacher, providing time for teacher guided practice, independent practice, and reflection.
2. Require all teachers to use a variety of student group methods such as flexible grouping that are based on a variety of assessments to better meet the needs of all learners.
3. Require all teachers to provide appropriate scaffolding and support that help students master a complex and rigorous curriculum while ensuring these supports and scaffolding are gradually removed at appropriate times.
4. Require that all core content area teachers know how to and use scoring rubrics and exemplars as instructional tools.
5. Mandate that all teachers integrate technology into their lesson as tools that extend and/or enhance learning.
6. Mandate that teachers differentiate instruction by grouping students according to their ability and move students forward at students' own rate.



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7. Mandate that all students participate in a mock writing assessment to determine strengths and weaknesses to improve writing skills. We will give the mock writing assess to maximize the literacy focus, allow for vertical planning, and increase students' overall performance in writing. Designing a curriculum that includes many rich formative assessments will result in a student-centered approach to teaching that often leads to student success. (Right, 2014)

Two reform strategies we are currently implementing are Explicit Instruction and Direct Vocabulary Instruction. We have been implementing these strategies for two years. As a result of our root cause analysis discussions, we found that additional professional learning is need for our staff. Also, we are implementing Differentiated Instruction and flexible grouping model during instruction. Professional learning is needed especially for the new teachers that have been hired within the last two years. With our attrition rate between 15 and 20 % for two consecutive years, additional training is needed yearly.

- 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:*

Jonesboro will continue to engage in problem solving and conducting research to identify other school wide reform strategies that will close achievement gaps. Some of these strategies may include building students' readiness for high school, building a culture that uses data to improve, and using extended time for learning to support the belief that some students need more time to demonstrate mastery of standards. Jonesboro Middle will identify struggling students in reading and mathematics and offer support by enrolling students in the Language Live, Read 180 and Math 180 programs. Language Live and Read 180 are programs based on student's lexile scores and is used to help students show growth in reading comprehension. (White, Williams, Haslem, 2005) The Math 180 program is designed to address the students struggling with basic math concepts. Teacher's will use explicit instruction/gradual release of responsibility to build students metacognitive and self-regulatory skills, which have proven to be very successful in helping students learn and master content. (Hattie, 2012). We will implement routine writing across the curriculum in each subject area. Teachers will set-up station based learning activities for all learners that provide remediation and acceleration for students based upon common assessments, quizzes, and unit assessments. Teachers will integrate the use of technology into their lessons utilizing the following: turning point systems, Edmodo, and Gizmo (math and science). Teachers will implement research based strategies such as Thinking Maps, Concept Maps, Process Charts, and Graphic Organizers to make learning meaningful and relevant. Jonesboro will utilize our parent liaison to maintain an up-to-date parent resource center fo parents to have informative workshops, check out helpful materials to help students, use technology to help parents and their students, and using research-based strategies in math such as ETA Hand 2 Mind (a math kit to enhance learning for at-risk students. Teachers will incorporate research-based strategies that promote critical thinking.

- 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

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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:*

Jonesboro Middle School is using the research of Robert Marzano on effective methods and instructional strategies to provide students with an effective and competent teacher, implementing explicit and well-planned lessons, providing students with appropriate scaffolding with learning supports, and preparing students to be better learners. The 10 Teacher Keys Effectiveness System (TKES) standards also provide us with a source of scientifically based research strategies and methodologies. These tools, if used with fidelity, will strengthen our academic program, open opportunities to use instructional time more effectively, and grant struggling and unserved student populations more learning support. We will increase the amount and quality of learning time by targeting all at-risk learners to receive after school tutoring. Additionally, time will be provided during the instructional day of students struggling in math, language arts, science, and social studies during Instructional Focus time to be held a minimum of twice weekly for forty-five minutes.

Using the data provided by teachers and Lexile scores from the Georgia Milestones to identify students who might have challenges with reading and understanding complex texts. We will continue to work with students on reading/understanding informational text and to be able to use this skill in all academic areas.

Jonesboro Middle will provide students with different types of software to work on improving skills.

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

### *Response:*

Student support strategies that are used to address the needs of all students included in identifying students who need support by subgroup and my need. The administrators and teachers closely monitor students' academic performance. Grades are reviewed at the 4 ½ week and nine week grading period. Struggling students are identified as at-risk and use this information to support the student during the response to intervention model. Teachers design and implement learning supports and regularly check on students progress while using these learning supports. Targeted populations such as ESOL students and Students with disabilities are well-supported through our co-teaching model. Also, paraprofessionals are utilized in classrooms to assist and give additional support to struggling students. Students in these subgroups are taught by highly-qualified teachers and are held to the same high expectations as

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our general education population. General education teachers work with special education teachers to disaggregate the GMAS data, interim assessments, and English Language Learners ACCESS testing to determine if an achievement gap exists.

Special education students have individualized education plans (IEP) that correlate to their grade level curriculum. The students have goals and objectives and the teachers assess these goals at the end of each grading period. EL students have modification plans that allow the students to learn grade level content while learning English. EL students are afforded additional support with daily classes with the EL teacher to work on acquiring the language. EL and Special Education teachers work collaboratively with general education teachers to support the students and provide differentiated instructions.

The counseling department works with all students in completing college and career awareness profiles. Also, the counseling department works with students through the career corner which highlights different careers. We use our counseling department to identify not only academic but social supports for our students. The counseling department conducts classroom guidance sessions on a variety of topics. Counselors work with students to help set goals and review their progress toward goals. Eighth grade students will be given opportunities to select high school courses and school programs of interest to them. Counselors will provide support with test-taking skills prior to taking the GMAS in the spring of 2017.

Teachers will use research-based strategies and the use of programs known to increase reading and math skills such as Brainpop, USA Test-Prep, MyOn, and other online programs with built-in progress monitoring tools to provide teachers with instant feedback. We will continue to work on strategies to show student success.

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

*Response:* Jonesboro Middle School will determine if the needs of the students have been met through an analysis of formative and summative data, artifacts, analysis of student and teacher work, evaluation of student outcomes such as attendance, grades, discipline, and progress toward goals. Georgia Milestones, classroom grades, classroom assessments, district assessments, discipline referral and outcomes data will be collected and reviewed. Teachers will use data notebooks designed to guide the instruction of all students. The notebook will include classroom performance data (informal and formal), samples of student work and teacher commentary, and demographical information needed to successfully meet the needs of students. Artifacts in the notebook include, but are not limited to: Common assessments, unit assessments, identification of bubble and at-risk students (GMAS data), RTI data (if applicable), Parent conference notes, and communication logs in Infinite Campus. Teachers will use the Georgia Online assessments system for students to practice their knowledge of the content areas and guide instruction.

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3.	<p><b>Instruction by highly qualified professional staff</b></p> <p><i>Response:</i> Jonesboro Middle school ensures that teachers are highly qualified by following all district policies and procedures regarding the staff selection and hiring process. Certification status is updated and reviewed annually by human Resources and building level administrators. Jonesboro Middle School employs 100% of highly qualified teachers and paraprofessionals. Three vacancies exist in English, Science, and Band.</p> <p>Jonesboro Middle develops and maintains policies, procedures, and protocols to ensure a supportive school environment for each teacher through the following;</p> <ul style="list-style-type: none"> <li>● Assigns mentors to teachers new to the profession to address concerns, provide continuous support and feedback through informal observations and focused Walks.</li> <li>● Assigns mentors to teachers new to the building to address concerns</li> <li>● Provides continuous support and feedback through informal observations and focused walks and coaching</li> <li>● Provides mentors to veteran teachers upon request</li> <li>● Schedules formal time for mentors regarding how to effectively serve in their roles</li> </ul> <p>New teachers will attend the New Teacher orientation and continued instructional support from the Teacher Development Specialist through the Professional Learning Department. New teachers will participate in an orientation session at Jonesboro Middle conducted by the administrative staff. New teachers to the profession and to the building will meet monthly to discuss a variety of topics such as classroom management, explicit instruction model, what to do when a lesson fails, and other topics based on new teacher surveys.</p>
4.	<p>In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.</p> <p><i>Response:</i></p> <p>Jonesboro Middle believes in promoting the continuing education of the faculty and staff. Continuing education of the teacher and paraprofessional promotes the education of the student. Opportunities for professional learning will be based on staff self-evaluation, student assessments, and TKES. Teachers will identify areas of proficiency in various research-based instructional strategies and knowledge and then select opportunities that will enhance areas of need. Jonesboro Middle will offer professional development on an on-going basis both in school and within the district. As permitted, staff members are encouraged to attend conferences, symposiums, and other workshops that enhance a well-educated education. Workshops are not limited to academia, but will also include character education and personal growth. Staff will also participate in book studies in professional learning communities; participate in afterschool professional development with topics such as differentiated instruction, strategies for reluctant readers, utilizing technology effectively, and attend all of the mandated county professional development sessions.</p> <p>Jonesboro Middle will use feedback from classroom observations to determine needed professional development. We know that our teachers need more learning support to better implement the explicit</p>

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instruction/gradual release framework. Professional development will include training in incorporating reading and writing strategies across the curriculum, instructional technology, and using data to determine remediation models and adjusting instruction.

Additional trainings will include higher order thinking and effective ways to increase parental involvement. Furthermore, we mandate that educators participate in any district required professional development.

Many of our trainings will occur on site during monthly reserved professional learning times.

Our staff members will learn from subject-matter experts. Learners will engage in a variety of school improvement professional development activities that will enable teachers to effectively teach students to meet state academic achievement standards. These activities will address school improvement initiatives, needs identified in the staff evaluation process, or mandated professional learning. We will continue to ensure our Title I Parent Liaison participates in all mandatory Title I trainings.

The parent liaison will assist the administrators in providing opportunities for parents to engage in learning activities. Learning take place through Saturday Parent Academies, PTSA meetings, Curriculum nights, and other evening meetings/trainings with parents. To encourage parent participation in these trainings, Title I funds will be used to provide parent resources and access to technology.

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

*Response:* Jonesboro Middle will provide instruction to highly qualified teachers who meet the standards established by the state of Georgia. Currently, no certification deficiencies exist with the staff at Jonesboro Middle School. Strategies used to attract and maintain Highly qualified staff are:

- Provide mentors to each new teacher to provide support
- Institute a mentoring program which meets frequently to address the needs of the teachers
- Create a supportive environment which allows time to collaboratively plan
- Provide caring and supportive administrators to develop professional excellence
- Express teacher appreciation in multiple ways

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

*Response:*

A. We involve parents in an organized and ongoing, and timely way in the planning, review, and improvement of school wide programs and the school parental involvement policy. Jonesboro will schedule Title I planning meetings and invite parents of all students, school staff, students, and community members to attend. The meetings will be advertised through our school website, notices placed in the front office, and telephone communications to all stakeholders. Jonesboro Middle will continuously solicit the input of parents and make efforts to engage all parents including migrant and homeless parents, as well as those with disabilities. Input will be solicited by surveys, informational meetings, individual meetings held in the Parent Resource Center, and from counselor contacts.



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Parents will be asked to complete evaluation forms after each workshop or meeting as an avenue to communicate concerns or requests. Administrators will contact parents to discuss concerns or requests.

B. Jonesboro Middle will update the school parental involvement policy periodically to meet the changing needs of the school, students, and parents. The updates will be distributed to the parents of participating children and publish the updates and make them available to the local community. The purpose of the Title I Annual Planning Meeting, will be to have parents assist in planning, developing, and approving the school's Title I Schoolwide Program Plan and Budget, as well as parent involvement documents—School –Parent Compact, and Title I Parent Involvement Policy. Also, parents will be invited to participate in all Title I activities, local school council meetings, and other planning processes of the school.

C. Jonesboro Middle will conduct an annual meeting to inform parents about the school's Title I program, the nature of the program, the parent's 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. Parents will be invited to the Title I Annual Parent Meeting through solicitations at Curriculum night, Title I parent Meetings. Flyers, school website, telephone dial out system, and/or report cards. The Title I Annual Meeting will be held at Jonesboro Middle School on August 25, 2016 for the parents of all students. This Annual meeting will be facilitated by the Principal of the school and the Assistant Principals.

D. Jonesboro Middle will offer a flexible number of meetings, such as meetings in the morning or evenings, and may provide with funds provided under Title I, transportation, child care, or home visits, as such services relate to parental involvement. Additionally, Jonesboro Middle School will hold Title I Annual Meetings on different days and at different times and have several workshops for parents which will be outlined in the school's 2016-2017 Parental Involvement Calendar of Events. Parents who cannot attend my schedule an appointment with the Title I Parent Liaison to receive additional information in the parent center.

E. Jonesboro Middle will provide parents with information on the Title I program, a description of their child's curriculum that is in use, the forms of academic assessments, and proficiency levels that students are expected to meet. Jonesboro Middle school will provide opportunities for regular meetings to discuss decisions relating to the education of their child. Conferences will be held during the school day, after- school, and at night once each semester to discuss student performance. Various workshops will be provided to help parents understand the curriculum, student performance requirements on state assessments, and various test scores. Jonesboro Middle school offers a parent volunteer program at the school. Volunteers make assist in the media center, parent resource center, student performances, and other areas as needed. The Local School Council meets and is an active participant in the Title I planning meeting to review data, school goals and objectives, and make any necessary decisions that might be necessary to meet the school's targeted need.

F. Jonesboro Middle School and the parents of participating children collaborate on a school-parent compact that outlines how parents, school staff members, and students will share the responsibility for improved student academic achievement and how all involved parties will build and develop a

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partnership to improve academic achievement. The parent-school compact is a working document and is developed and revised annually. All stakeholders are invited to attend the Title I planning meetings to provide input in revising the compact. The compact is sent home to all parents and a copy of the compact will be posted on the school's website and in the Parent Resource Center. The compact will be signed by parents, students, teachers, and the principal. The compact will be reviewed at conferences and other Title I meetings.

G. Jonesboro Middle School will provide assistance to parents of participating children, as appropriate, in understanding the state's academic content standards, achievement standards, the state and local assessments including alternate assessments, how to monitor their child's progress, and how to work with educators. Jonesboro Middle will hold informational meetings and workshops throughout the school years to address these issues. Parents are given access to Infinite Campus. Infinite Campus allows parents to view their child's grades and allows them to monitor progress in each class.

H. Jonesboro 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. Also, the Title I Parent Liaison will assist parents and serve as a bridge between home and school. Parents who are unable to attend trainings or workshops will be able to request materials to be sent home.

When practical, the school will solicit the assistance of the International Center in providing interpretation services for our Spanish speaking families.

I. Jonesboro Middle will provide training to teachers, administrators, and other staff members in how to reach out, communicate with, and work with partners as equal partners. The training will include components to address recognizing the value and utility of contributions of parents, how to implement and coordinate parent programs, and build ties between the parents and the school. We will with the entire faculty to build the necessary relationships between the school and home while emphasizing the importance of parent contributions and parent involvement. Teachers will be given materials to assist them when working with parents. A suggestion box will be placed in the front office and the parent resource center to gather suggestions and comments from parents to help improve communication and support.

J. Jonesboro Middle will conduct activities such as parent resource meetings in the Parent Resource room that encourage and support parents to increase participation in the education of their children. The school will help students transition from middle to high school. This will be done with the assistance of counselors and teachers. Jonesboro Middle will collaborate with the state and other CCPS personnel to provide services for the homeless, neglected, delinquent, and migrant population. The Parent Liaison and teachers will encourage and support parents during the high school transition period mentioned above.

K. Jonesboro Middle will ensure that information related to the school and parent programs, meetings, and other activities is related to parents of participating children in an understandable and uniform format. Alternate formats including a language parents will understand will be utilized as

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necessary. Jonesboro Middle will use clear, simple, parent-friendly language to communicate information on programs. In order to maintain contact with parents, Jonesboro Middle will use automated calling systems, school website, emails, newsletters, flyers, and other means of communication.

L. We will provide opportunities to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. When appropriate, Title I funds will be utilized for interpreters, childcare, transportation, and technological services at parent involvement activities. Jonesboro Middle will also attempt to accommodate the needs of parents with disabilities and those of migratory and homeless, neglected and delinquent students, as well as parents with limited English proficiency.

The Parent Resource Center at Jonesboro Middle School was established in September 2013. We offer a variety of learning resources for parents to checkout and utilize at home for extended home learning. The Parent Resource Center will be facilitated by the Title I Parent Liaison and parent volunteers. The parent liaison provides assistance to parents to gain a better understanding of the educational process, as well as helping them learn skills to better assist their children academically. Our families classified as homeless have access to a social worker, school counselors, and the district's Homeless Liaison.

We encourage parents/guardians to become active participants in the decision making roles in our school. Our Title I Parent Involvement policy openly states our expectations for parent engagement. We embrace the immediate and consistent need for parental involvement and the impact it will have in achieving excellence within our school.

i

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 or to assist students with the transition to middle school, high school or college.

*Response:*

Transitional plans for students entering middle school include having an orientation day to introduce students to the academic and extracurricular activities, and having a BEAR Camp in the summer to acclimate up-rising 6<sup>th</sup> graders to their hallway, teachers, lockers, etc. Transitional plans for students moving on to the high school include creating a graduation plan, exploring, [gcis.gcic.edu/](http://gcis.gcic.edu/) (Georgia Career Information System) receiving advisement for high school courses, and 9<sup>th</sup> grade orientation where students visit the high school and learn about academic programs and extracurricular activities.

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 use the Statewide Longitudinal Data System (SLDS), Georgia Milestones, formative assessments, and summative assessment data in their decision making. Jonesboro Middle will use common assessments based on the standards in core content areas to gather and



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use the data about the effectiveness of teaching and learning. Students will use the data to create data folders and will be asked to set data goals and evaluate their progress toward meeting goals. Teachers are given opportunities to participate in the decision-making process of selecting, implementing, and monitoring site-based academic assessments.

**School-wide-** Staff analyzes the schools' performance on the Georgia Milestones End of Grade test at the beginning of the school year. Teachers analyze their students' performance on content area common assessments to dictate daily instruction. Also, teachers will analyze ongoing classroom assessments and unit assessments. This data will help teachers determine the overall strengths and areas of improvement. The Instructional Site Facilitator will work with department chairpersons and teachers to make adjustments to the pacing guide to allow teachers time to address learning gaps through re-teaching and remediation. During collaborative planning, teachers will analyze student work and create activities to address learning gaps. The data notebooks maintained by teachers will be used in data talks with administrators as teachers are asked to discuss the strengths and weaknesses of their students and how they will be addressed.

**Individual Classrooms:** Each teacher maintains student and course data reports from SLDS, Georgia Milestones, formative assessments, and summative assessments. Teachers will utilize this data to plan for effective and differentiated instruction. These assessment tools will help teachers to address growth and weaknesses and to monitor the achievement of each student on a regular basis.

Each grade level is provided with common planning time to discuss data trends based on assessments to guide their daily instruction. The common planning time allows time for teachers to engage in rich discussions on the needs of the students and to adjust pacing of content accordingly to ensure student success.

Title I funds at Jonesboro Middle will be utilized to support English/Language Arts, Math, Science, and Social Studies with supplemental instructional resources and supplies. The funds will provide for afterschool / Saturday tutorial programs to include transportation for struggling students in the core content areas, laptop cart to support instructional technology and content specific professional development for teachers. Title I funds will be utilized to purchase resources (books, brochures, newsletters, instructional materials) and computers for parents to be housed in the parent resource center and stipends for teachers conducting parent workshops/trainings after contracted hours.

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. Using assessment data, especially formative assessment data, teachers will give student timely and actionable feedback. Teachers and leaders will use classroom observations and student artifacts to identify learner difficulties. We will use Title I funds to

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implement appropriate, targeted, and focused remediation, interventions, and preventions to support our student learners.

At Jonesboro Middle School there are many actions in place to ensure student success. Teachers and Administrators monitor student success rates by looking at overall pass rates at the 4 ½ week and 9 week grading periods. Teachers monitor students' mastery of concepts through daily informal assessments, observations, quizzes, and common assessments. If a student is struggling, the student is assessed and if applicable is recommended to the RTI (Response to Intervention) process. RTI interventions, differentiated instruction, flexible grouping, remediation stations, are strategies that teachers use to identify student weaknesses in a timely manner. The RTI Model enables teachers to take a more detailed look at instruction and adjust to meet the needs of the student. The tiered approach of the RTI Model allows teachers to increase the levels of support as needed for the individual student. Parental Involvement is key for the success of the student as he/she advances through the tiered levels of the RTI model. If students continue to struggle, the Student Support Team on the grade level will meet to discuss further evaluation needs.

Technology is offered to support and ensure student success. Parents are encouraged to access student information on our Infinite Campus program which will allow parents to monitor grades, missing assignments, failing averages, and specific test averages.

Students needing assistance for state and county assessments are identified and offered intervention opportunities. Intervention classes are offered in a variety of ways to meet the needs of the students. Students are offered opportunities for remediation during Instructional Focus time, after-school remediation, and on Saturdays.

Title I funds will be accessed to support Language Arts, Mathematics, Science and Social Studies with supplemental instructional resources and supplies, afterschool/ Saturday tutorial program including transportation for struggling students in the core content areas, laptop cart to support instructional technology and content specific professional development for teachers. Title I funds will be utilized to purchase resources (books, brochures, newsletters, instructional materials) and computers for parents to be housed in the parent resource center and stipends for teachers conducting parent workshops/ trainings after contracted hours.

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:*

Jonesboro Middle School coordinates and integrates federal, state, and local services and programs to ensure that our students achieve academic success. We work closely with the Office of Federal Programs to maximize the use of Title funds and to use them appropriately.

In addition, academic coordinators supply the school with an annual budget and the resources needed to implement the curriculum. We conduct spending analysis and review our Title I plan

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to determine how funds should be spent and to ensure that we do not use Title I funds to supplant the curriculum needs of the school. We have after-school remediation to help support re-teaching and remediation for our at-risk students. During the second semester, the district bears a fixed cost for each school to implement after-school learning support program. These funds are limited and set aside for a fixed purpose. As a result, the school utilizes additional after-school learning support programs and offer transportation for our most at-risk students.

The district participates in the Community Eligibility Program (CEP) and as a result all students eat breakfast and lunch at no cost to them.

Title I funds will be accessed to support Language Arts, Mathematics, Science and Social Studies with supplemental instructional resources and supplies, after school/ Saturday tutorial program including transportation for struggling students in the core content areas, laptop cart to support instructional technology and content specific professional development for teachers. Title I funds will be utilized to purchase resources (books, brochures, newsletters, instructional materials) and computers for parents to be housed in the parent resource center and stipends for teachers conducting parent workshops/ trainings after contracted hours.

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

*Response:* The guidance and counseling department will ensure that all standardized test results are sent home with an interpretation guide. Additionally, an evening will be scheduled for students and parents to review the school-wide test results. Conferences will be held with teams of teachers to discuss individual test results (both formal standardized tests and informal benchmark tests). Parents also receive 4 ½ week progress reports, 9 week report cards, and daily web-site postings of academic and behavior requirements. A general report "State of Jonesboro Middle" will be published electronically and by hard copy and available to parents. Parents can use the Infinite Campus Parent Portal to retrieve assessment results.

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

*Response:* The district's assessment department provides results that are disaggregated by school and teacher. Data analysts are also available to help with disaggregating individual student data. The state also provides an on-line service (Student Longitudinal Data System) and hard copies with school level, teacher, classroom, and individual data collections. Explanations are provided to ensure understanding and workshops are held to help teachers use the data to drive instruction.

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

*Response:* The state mandated tests are valid and reliable and this reliability was established on the state level. All staff involved in administering standardized assessments are mandated to

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attend an orientation prior to test administration. The district's assessment and research department is available to assist should any validity issues arise.

### 14. Provisions for public reporting of disaggregated data.

*Response:* Test results are published by the Georgia Department of Education and release on their website. The district also populates our district website with testing reports and Jonesboro Middle publishes disaggregated data that is school-wide (not individual) specific. The local media (newspapers and television) also informs the public of testing results.

### 15. Plan developed during a one-year period, unless the LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program

*Response:* Jonesboro Middle has a school wide Title 1 program. The plan was developed over a one-year period with the assistance of a state appointed liaison. The plan is updated annually by school representatives and reviewed by the district and outside consultants. The types of programs implemented in the plan were determined by looking at trend data for the previous year.

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| 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). |
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*Response:* This plan was developed by all stakeholders at Jonesboro Middle School. After receiving the guidelines for submitting the plan, the principal transferred information from the current school improvement plan which had been revised in the Spring of 2016 based on survey results from parents, teachers, and students. The leadership team reviewed the plan and made edits based on data and needs of the school. After leadership's review, the team took the plan back to grade level meetings for feedback from all teachers. The draft was also placed on the school's website with a link for parent input and a hard copy was provided for input at the school's open house. At the annual Title I meeting, the Title I Plan will be reviewed and parents will have the opportunity to give input. Opportunity will also be given to stakeholders at our first PTSA meeting and our first school council meeting

### Committee Members

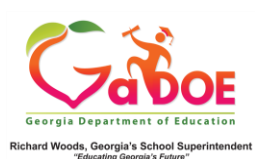
Corey Stephens, Principal  
Anesa Nauck, Assistant Principal  
Damon Marshall, Assistant Principal  
Tania Wright-Fana, Instructional Site Facilitator  
Crystal Benton, 6<sup>th</sup> Grade Level Chair  
Antoine Lewis, 7<sup>th</sup> Grade Level Chair  
Althea Louis, 8<sup>th</sup> Grade Level Chair  
Kimberly Trammell-Perry, Math Department Chair  
Kimberly Smith, Language Arts Department Chair  
Sharon Reddick, Social Studies Department Chair  
Krystal Rainey, Science Department Chair  
Hollie Taylor, Counselor  
Fredricka Irby, Parent  
Lotunja Wright, Media Specialist  
, Student  
, Student

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| 17. | Plan available to the LEA, parents, and the public. |
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*Response:* Plans are available on the school's web-site and in the parent resource center. The plan is written in two languages to accommodate parents of our English Language Learners.

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| 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. |
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*Response:* The plan is available in English and Spanish, which are the two significant languages represented at Jonesboro Middle School. Telephone messages are sent home regarding the plan and school improvement in both languages



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

*Response:* The Title I plan is subject to the school improvement provisions of Section 1116 which is to improve the academic achievement of disadvantaged students, and to involve stakeholders in the decision making process. The plan is updated annually with the stakeholder input and monitored throughout the year.