

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE

School Name: Stone Mountain Middle		District Name: DeKalb	
Principal Name: Dr. Vincent Hinton		School Year: 2013-2014	
School Mailing Address: 4301 Sarr Parkway Stone Mountain, Georgia 30083			
Telephone: 678-676-4802			
District Title One Director/Coordinator Name: Dr. Morcease Beasley			
District Title One Director/Coordinator Mailing Address: 1701 Mountain Industrial Boulevard Stone Mountain, Georgia 30083			
Email Address: Morcease_J_Beasley@fc.dekalb.k12.ga.us			
Telephone: 678-676-0151			
ESEA WAIVER ACCOUNTABILITY STATUS (Check all boxes that apply and provide additional information if requested.)			
Priority School <input type="checkbox"/>		Focus School <input type="checkbox"/>	
Title I Alert School <input type="checkbox"/> .			
Subject Alert	<input type="checkbox"/>	List Subject(s)	Sub-Group Alert
			<input type="checkbox"/>
			List Subgroup(s)
Graduation Alert	<input type="checkbox"/>	List Subgroup(s)	
Principal's Signature:			Date: 8-22-13
Title I Director's Signature:			Date:
Superintendent's Signature:			Date:
Revision Date: 9-26-13		Revision Date:	
		Revision Date:	

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

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 must 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 [School Improvement Fieldbook](http://www.doe.k12.ga.us/School-Improvement/School-Improvement-Services/Documents/School%20Improvement%20Fieldbook%202012-2013.pdf) for guidance and instructions on completing a school improvement plan <http://www.doe.k12.ga.us/School-Improvement/School-Improvement-Services/Documents/School%20Improvement%20Fieldbook%202012-2013.pdf>.

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Title I Schoolwide/School Improvement Plan

Planning Committee Members:

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Dr. Vincent Hinton		Principal
Dr. Deborah Dunn		Assistant Principal of Instruction
Thalia Watson		Assistant Principal Title I Coordinator
Marcos Whyte		Assistant Principal
Dr. Lisa Butler Green		Academic Data Coach SWP Facilitator
Sharon Blackmon		Parent Representative
Joy Gatewood		Head Counselor
Icylin Harding		Exceptional Education Chair
Shani Wilson		Exceptional Education Chair
Dr. Topeeza Tillman		English-Language Arts Chair
Cornelius Reddick		English-Language Arts Chair
Jarron Worlds		Math Chair
Robert Ayer		Science Chair
Dorothy Seay-Mayberry		Science Chair
Tameka Muhammad		Social Studies Chair
Audrey Daniel		Connections Chair
Pamela Carter		Lead Teacher for Special Education
Galen Dawson		Student Support Specialist
Alfred Quirouet		Media Specialist
Emmerson Allen		Teacher
P. Elaine Franks		Teacher
Vertrina Jackson		Teacher
Zelda Matthews		Teacher
Sophia Saxon		Teacher

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SWP Components

*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 schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved are listed in the table below.

NAME	POSITION/ROLE
Dr. Vincent Hinton	Principal
Dr. Deborah Dunn	Assistant Principal of Instruction
Thalia Watson	Assistant Principal, Title I Coordinator
Marcos Whyte	Assistant Principal
Dr. Lisa Butler Green	SWP Facilitator, Academic Data Coach
Sharon Blackmon	Parent Representative
Joy Gatewood	Head Counselor
Icylin Harding	Exceptional Education Chair
Shani Wilson	Exceptional Education Chair
Dr. Topeeza Tillman	English-Language Arts Chair
Cornelius Reddick	English-Language Arts Chair
Jarron Worlds	Math Chair
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Alfred Quirouet	Media Specialist
Emmerson Allen	Teacher
P. Elaine Franks	Teacher
Vertrina Jackson	Teacher
Zelda Matthews	Teacher
Sophia Saxon	Teacher

Most of the committee members are on the leadership team; therefore, we have on-going discussions about the academic achievement of Stone Mountain Middle School. When the school receives data (i.e., benchmark, CRCT, writing, common assessments), the academic data coaches disaggregate and analyze the data. The academic data coaches share data reports with the leadership team who collaboratively discuss root causes for discrepant data. The SWP facilitator uses the data to continuously monitor goals and action items. The SWP facilitator is responsible for oversight of the school improvement plan throughout the planning process and the submission of the final document to the principal for approval. The SWP facilitator also revises the SWP as needed. Administrators ensure that Title I purchases are aligned to the goals of SWP. Parent representative advises the committee regarding action items for parental involvement. Committee members are responsible for the development, on-going monitoring, and implementation of the SWP. The committee works collaboratively to

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engage the entire faculty in actively supporting the goals of the SWP.

B. To collect and analyze data for the SWP, the committee periodically reviews school data (i.e., benchmark, CRCT, writing, common assessments). We use the data to continuously monitor progress with the CSIP and SWP action items throughout the year. During a leadership retreat, the committee reviewed school data which consisted of the following information: (a) CRCT scores, (b) writing scores, (c) attendance, and (d) other demographic data. The data was the crux for SWP recommendations. The committee will continue to monitor progress with the SWP, revising action items needed. The committee reviews and analyzes the following data:

Outcome/Summative Data	Demographic Data	Process/Formative/Perception Data
School Report Card	Enrollment (include ethnicity & gender)	Focus Walk Results
School CCRPI Report	Students with Disabilities	Parent/Community Surveys
Georgia CRCT	Language Proficiency	
Benchmark Scores	Free/Reduced Lunch Rate	
Georgia Middle Grades Writing Assessment	Attendance	

C. At this time, we do not have migrant students enrolled in the school. In the event that we have migrant students enroll, we will take into account the needs of migrant children by adhering to the guidelines below. The goal is to minimize the issues that occur with school disruption as a result of repeated moves. The students will receive instructional support in the classroom within the appropriate tier for Response to Intervention. Counselors will ensure that students are connected with the appropriate services to meet additional needs outside of school.

Note: A migrant child is defined as the following:

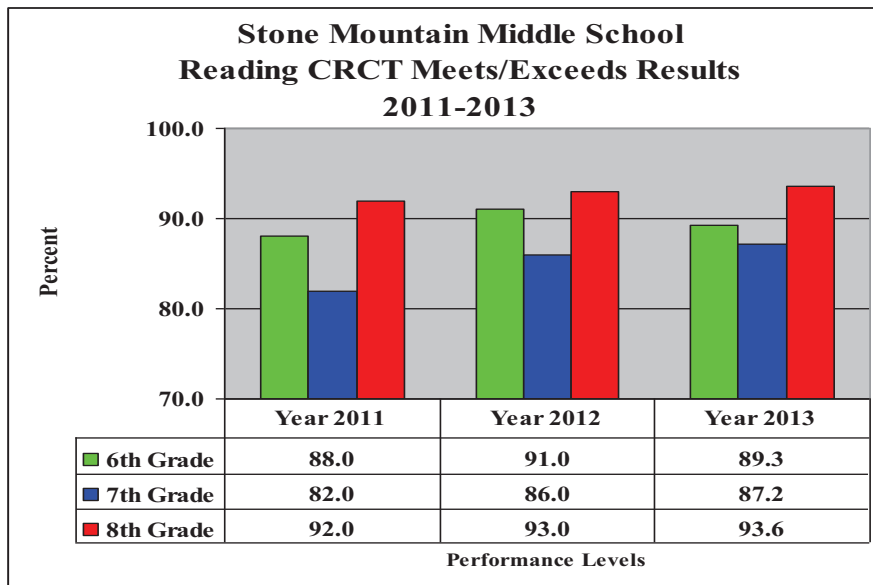
1. The child is not older than 21 years of age.
2. The child is entitled to free public education (through grade 12) under state law or is below the age of compulsory school attendance.
3. The child is a migratory agricultural worker or migratory fisher, or the child has a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher.
4. The child moved within the preceding 36 months in order to see or obtain qualifying work, or to accompany or join the migratory agricultural worker or migratory fisher identified in paragraph 3, above, in order to seek or obtain qualifying work.

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5. With regard to the move identified in 4, above, the child:
- a) has moved from one school district to another
 - b) is in a state that is comprised of a single school district
 - c) has moved from one administrative area to another within such district

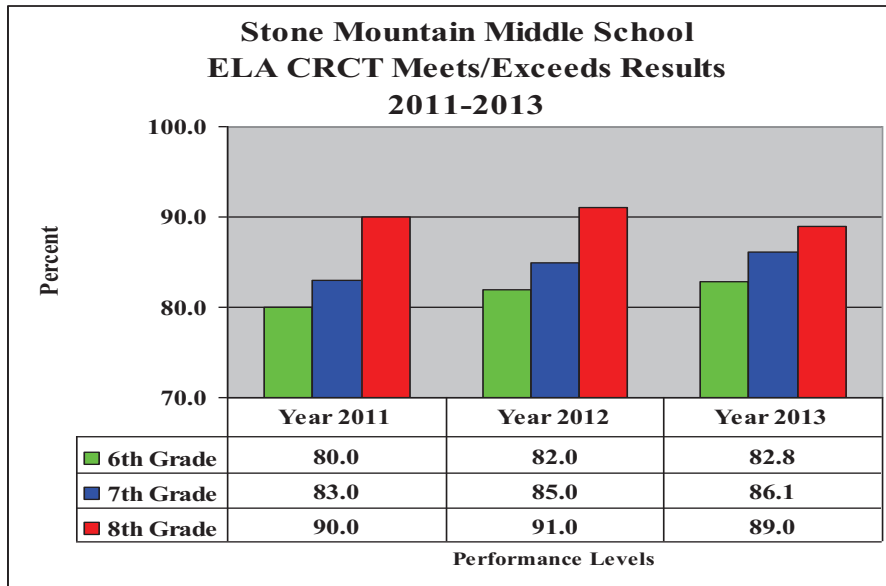
D. We have analyzed current achievement data in order to identify the subjects and skills in which teaching and learning need to be improved. The data is reflected in the subsequent tables.



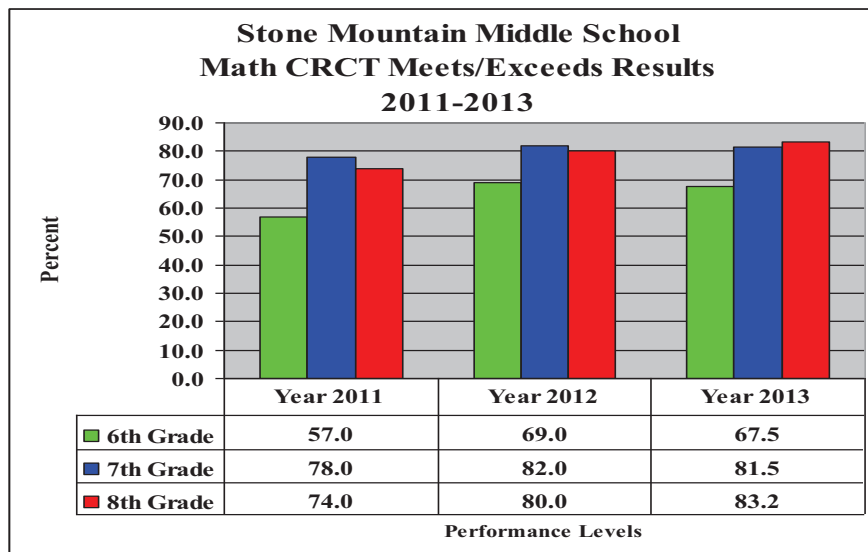
The students achieved substantial gains in all grade levels from 2011 to 2012, especially in sixth grade and seventh grade with 3% and 4% increases in scores respectively. However, from 2012 to 2013 the gains in the grade levels were small and sixth grade decreased its scores by 1.7%. We still need to work with struggling readers and engage students in reading more informational texts. Furthermore, we need to provide support to students in content areas such as science and social studies which require more reading for information skills.

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The students achieved small gains in all grade levels from 2011 to 2012, especially in sixth grade and seventh grade with a 2% increase in the scores. From 2012 to 2013, sixth and seventh grade continued to progress in their achievement. However, 8th grade scores decreased by 2%. It is imperative that grammar is emphasized in the context of writing, especially when preparing students for the Middle Grades Writing Assessment. Teachers will continue to integrate grammar activities within writing tasks. Also, extended learning time and tutorial are additional opportunities to focus on grammar skills.

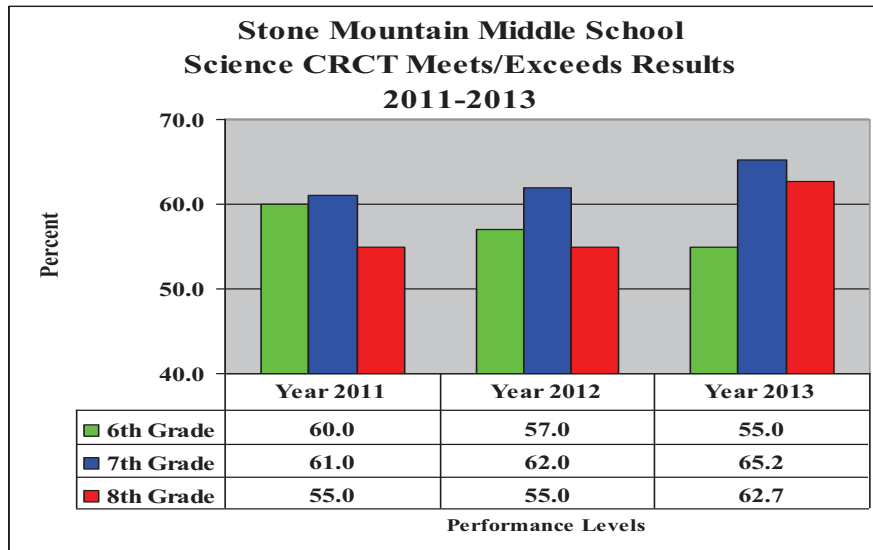


The students achieved significant gains in all grade levels from 2011 to 2012. Sixth grade achieved 12% gain; seventh grade achieved 4% gain; and eighth grade achieved 6% gain. However, from 2012 to 2013 8th grade was the only grade level to achieve substantial gains in

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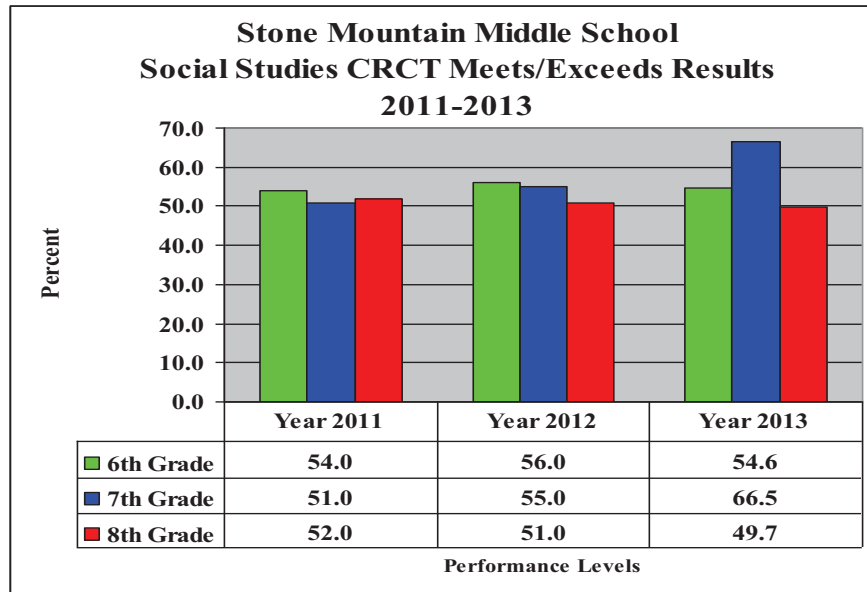
their scores. Sixth grade decreased its scores by 1.5%, whereas seventh grade remained constant with achievement. Mathematics is still another challenging subject for Stone Mountain. We need to provide continued support for struggling students during in-class safety nets, tutorials, lunch and learn tasks, and extended learning time.



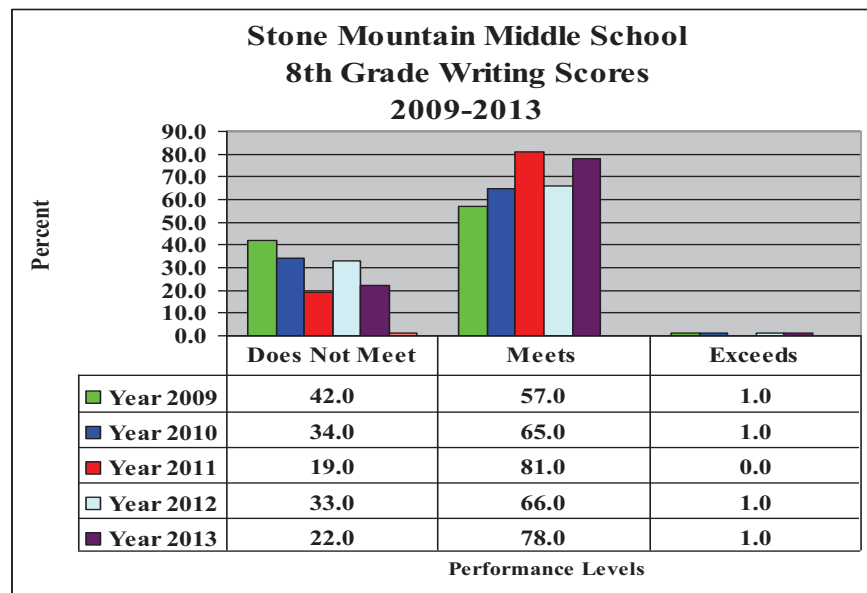
In reviewing the science data from 2011-2012, sixth grade students' scores decreased by 3%, whereas seventh grade and eighth grade scores remained constant. In fact, seventh grade students achieved a 1% increase in students meeting/exceeding the standards. From 2012-2013, sixth grade students' scores continued to decline by 2%. However, seventh grade and eighth grade achieved significant gains of 3.2% and 7.7% respectively. Teachers will continue to identify strategies to engage students with understanding the content, especially with reading for information skills.

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The analysis of social studies data from 2011-2012 reflected substantial academic achievement. Sixth grade students achieved a 2% increase in scores, and seventh grade achieved a 4% increase in scores. However, eighth grade students' scores decreased by 1%. From 2012-2013, the only grade level to progress with achievement was seventh grade with 11.5% increase in students meeting/exceeding the standards. Both sixth grade and seventh grade experienced a decline in scores, decreasing by 1.4% and 1.3% respectively. Teachers will continue to identify strategies to engage students with understanding the content, especially with reading for information skills.



From 2009-2011, the eighth grade students progressed with meeting/exceeding the standards on the Middle Grades Writing Assessment. However, the eighth grade students experienced a

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significant decrease in scores for the year 2012. For the year 2013, the students achieved a 12% gain. The school will continue building the momentum for increased achievement with writing across the curriculum initiative Pirates Are Writers.

Summary

Until we attain 100% of students meeting/exceeding standards consistently in all content areas, our work is not done. We will continue striving to increase learning for all students. Therefore, we will work towards similar goals with the current schoolwide plan. One-hundred percent of our students are not meeting standards on the CRCT in all content areas; therefore Title I funds may be used to supplement all content areas.

In reading, seventh and eighth grade students achieved small gains; sixth grade experienced a decrease in overall reading achievement. Thus, we will continue working on increasing the literacy achievement and literacy engagement of students. Sixth and seventh grade students achieved small gains in language arts which includes grammar and writing. However, eighth grade students did not experience similar gains in the language arts scores. In the context of writing, we will identify grammar skill and lessons that complement writing tasks. Eighth grade students in mathematics achieved substantial gains in overall math achievement. Seventh grade math scores remained constant, and sixth grade experienced a small decline. Students will continue to strengthen math skills, especially with numbers and operations. Although science and social studies achieved the lowest scores, the subjects experienced the greatest gains in students meeting/achieving the standards overall. We will continue the focus on literacy across the curriculum and promotion of student engagement in those content areas. Moreover, all teachers including social studies and science will integrate CCGPS literacy standards in the curriculum to promote literacy. Furthermore, the school will initiate two STEM teams for sixth and seventh grade students. The school desires to foster students' interest in these fields and increase students' achievement in mathematics and science. The goal is to attain STEM program certification in the next three years. In addition, the eighth-grade writing scores reflected a significant increase in students' achievement. Writing skills will continue to be an instructional priority across the curriculum. Pirates Are Writers will be an integral part of the plan.

The Students with Disabilities (SWD) subgroup is one of the primary areas in which opportunities for growth are most needed across the curriculum (see graph in part E). The SWD subgroup experienced a significant increase in language arts from 60% to 70% meeting/exceeding the standards. In math, the SWD subgroup achieved 2.1% gain in mathematics. However, the reading, science, and social studies scores declined. The scores in science and social studies are significantly lower than reading and math scores. The school will continue to use data to target deficient areas and design learning experiences to meet SWD students' needs. The students need substantial support with reading skills and need additional time to advance their knowledge of strategies to help them read and comprehend challenging material. Currently, an exceptional education teacher has received on-going training from Orton-Gillingham which espouses a multi-sensory approach to reading instruction. Students obtain reading instruction in their dominant learning modality. Also, continuous training on differentiated instruction and Project ICE, which is a collaborative teaching initiative promoted by the DeKalb County School District's Department of Special Education, would further advance achievement in the co-teaching environment.

Another group of students who require increased support are the English language Learners

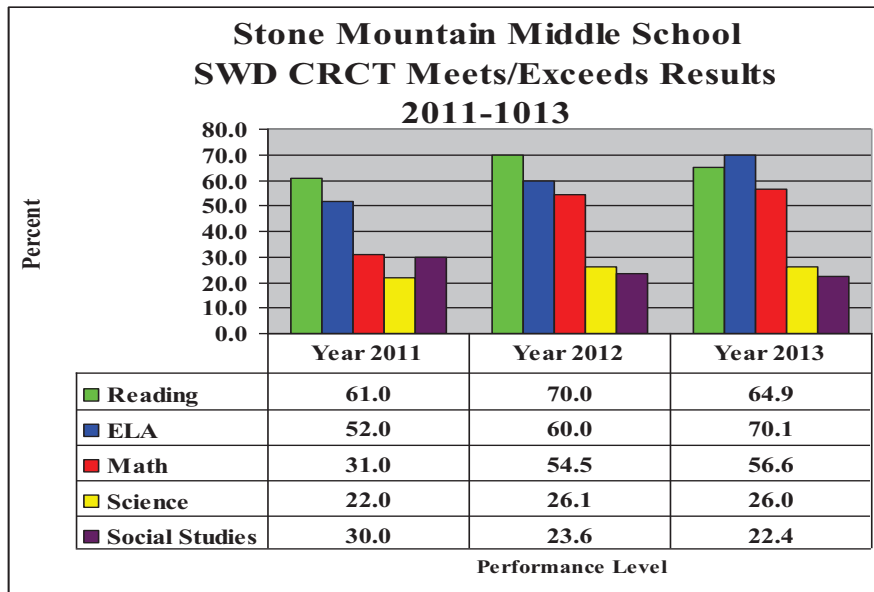
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(see graph in part E). English Language Learners still need help in their transition from ELL classes to general education classes. Therefore, ESOL and general education teachers must receive continued support with instructional strategies.

Teachers will continue to develop more rigorous tasks using Norman Webb’s depth of knowledge. The school will effectively address students’ needs within the designated tiers of Response to Intervention to advance their achievement of standards. Teachers will continue to integrate instructional strategies such as Marzano’s high-probability strategies in lessons to yield significant gains. The academic data coach will facilitate professional learning that targets deficient areas and supports teachers in addressing students’ weak areas. The school will strive to increase the participation of all stakeholders for the improvement of student achievement.

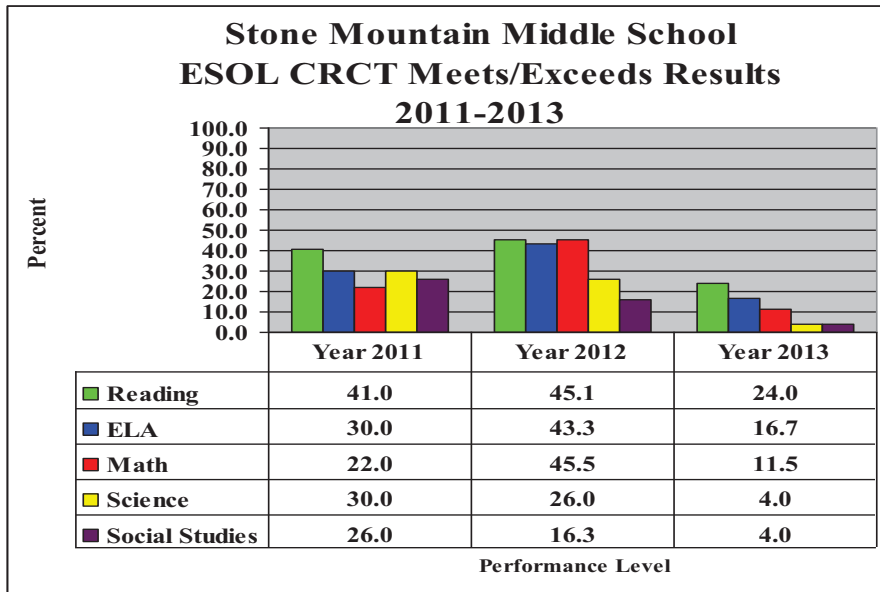
E. We have based the schoolwide plan on data about all students in the school and identified groups of students who are not yet achieving the state academic content standards and student academic achievement standard.



From 2011 to 2012, SWD achieved gains in all content areas except social studies. From 2012-2013 SWD experienced a significant increase in language arts scores. In math, SWD achieved 2.1% gain in mathematics. However, the reading, science, and social studies scores declined. The students require on-going instructional support, especially with strategies that aid them in accessing the content.

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From 2011 to 2012, ESOL experienced significant gains in reading, language arts, and math. In fact, math scores increased by 23.5%. However, the scores in science and social studies declined by 4% and 9.7% respectively. From 2012-2013, ESOL experienced a significant decline in scores across all content areas. Math experienced the greatest decline with 34% decrease in scores. The students in the ESOL program require support in the general education classes.

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Criterion-Referenced Competency Test 2012					
Stone Mountain Middle Subgroup Performance	ELA	Reading	Math	Science	Social Studies
American Indian/Alaskan					
Asian/Pacific Islander					
Black					
Hispanic					
Multi-Racial					
White					
Economically Disadvantaged					
Students With Disability					
English Learners					

CCRPI data was retrieved from <http://ccrpi.gadoe.org/2012/>

The table reflects some of the CCRPI 2012 data from the Georgia Department of Education regarding the subgroups at Stone Mountain Middle School. The subgroups must attain participation, subgroup performance targets, and state performance targets for the CRCT. The subgroup performance targets are not the same for all subgroups. According to this data, the Hispanic subgroup was the only group that achieved the participation rate, subgroup performance target (92.7%), and state performance target (93.4%) for reading. Blacks achieved the participation rate and subgroup performance target (89.6%) for reading. All delineated subgroups performed similarly for science, social studies, and language arts, achieving the participation rate only. In math, the Asian/Pacific Islander achieved participation rate and state performance target (85.4%), whereas Blacks, SWD, and Economically Disadvantaged achieved participation rate and subgroup performance targets (77.8%, 66.8%, and 79.8% respectively). In contrast, DeKalb data reflected the White subgroup as achieving the participation rate and subgroup performance targets for language arts (94.7.5%), reading (96.6%), math (91.2%), science (88.3%), and social studies (86.3%). The White subgroup also achieved the state performance targets which were lower than the subgroup performance targets. Multiracial was another subgroup that achieved participation rate, subgroup performance targets, and state targets in science and social studies. Their subgroup performance targets in science (83.5%) and social studies (81.9%) were higher than state performance targets. Multiracial achieved the state performance targets for language arts, reading, and math. All other subgroups in DeKalb only achieved the participation rate.

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F. The data has helped the school reach conclusions regarding achievement or other related data.

- The major strengths we found in our program were reading, language arts, writing, and math according to students' overall performance on CRCT and MGWA. However, we recognize that we did not achieve state performance targets overall for CCRPI.
- The major needs we discovered were in the academic achievement of SWD and ESOL across all content areas; mathematics achievement of sixth grade students; and achievement in social studies and science overall.
- The non academic needs include increasing the participation of all stakeholders, especially parents in the overall improvement of student achievement and providing professional learning opportunities that address deficient areas in students' academic achievement.
- The specific academic needs of those students that are to be addressed in the schoolwide plan will be the instructional needs of all students as it relates to deficits indicated in the data. However, SWD and ESOL will be a focus for increased achievement across the curriculum. The specific needs that the interventions will address for SWD and ESOL are literacy and numeracy skills. Although the achievement of SWD and ESOL will be emphasized by all stakeholders, all struggling students will receive additional support with after school tutorial and in-class safety nets. Science and social studies require support with literacy strategies to help students with academic vocabulary and comprehension of content.
- The ROOTCAUSE/s that we discovered for each of the needs was that struggling students have difficulty with literacy skills which includes the comprehension of mathematics word problems. Decoding and comprehension of texts on grade level continues to be a challenge for struggling students, specifically with the SWD subgroup. Also, the numbers and operations and Algebra domains continue to be a problem for struggling students in mathematics. Moreover, writing poses a challenge as students have difficulty generating ideas coherently. The deficits in literacy and numeracy impact achievement in social studies and science also as students have a hard time comprehending texts. Oftentimes it is challenging to ramp up students who are three or more grade levels below in reading. Despite the challenges, the CRCT scores overall reflect gains in most grade levels across all content areas. As a result, the interventions that we implemented previously such as Marzano's high-probability strategies, literacy strategies, co-teaching models, differentiated instruction using technology, Webb's depth of knowledge, tutorial, in-class safety nets, and professional learning communities will continue this school year to maintain the momentum for increased achievement.

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G. The measurable goals/benchmarks we have established to address the needs are to increase student achievement by at least 3% in all content areas and 5% for eighth-grade writing achievement. The tools that we will use to measure growth are benchmarks, common assessments, and summative assessments. Formative assessments will allow us to continuously monitor progress and offer appropriate remediation to students not achieving the standards. The expectation is that student achievement will improve in all content areas by the end of the school year.

- Reading 93%
 - Sixth grade will increase scores on the CRCT to 92.3%.
 - Seventh grade will increase scores on the CRCT to 90.2%.
 - Eighth grade will increase scores on the CRCT to 96.6%.
- Language Arts 89%
 - Sixth grade will increase scores on the CRCT to 85.8%.
 - Seventh grade will increase scores on the CRCT to 89.1%.
 - Eighth grade will increase scores on the CRCT to 92%.
- Mathematics 80%
 - Sixth grade will increase scores on the CRCT to 70.5%.
 - Seventh grade will increase scores on the CRCT to 84.5%.
 - Eighth grade will increase scores on the CRCT to 86.2%.
- Science 64%
 - Sixth grade will increase scores on the CRCT to 58%.
 - Seventh grade will increase scores on the CRCT to 68.2%.
 - Eighth grade will increase scores on the CRCT to 65.7%.
- Social Studies 60%
 - Sixth grade will increase scores on the CRCT to 57.6%.
 - Seventh grade will increase scores on the CRCT to 69.5%.
 - Eighth grade will increase scores on the CRCT to 52.7%.
- Writing 84%
 - Eighth grade will increase scores on MGWA by 3%.

- Students will improve overall scores on common assessments by 5% with each subsequent common assessment.

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*2. Schoolwide reform strategies that are scientifically-researched based.

2(a). Schoolwide 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 schoolwide reform strategies reflected in this section are grounded in the Georgia Department of Education School Keys Standards. The Georgia Department of Education aligned these standards with the work of Marzano (2003) and colleagues. The strategies support the school's efforts with improving student learning for all students. The ways in which the school will address the needs of all children in the school particularly the needs of students at risk for not demonstrating proficiency include the following School Keys Standards:

Instruction 2.1 *Learning environments and classroom instruction will demonstrate research-based learning strategies and processes.*

- Teachers will present content in a logical and sequential process using the three-part lesson which includes an opening, work period, and closing.
- Teachers will deliver instruction in a variety of modes to support students' learning. Delivery modes include the following: modeling, demonstrations, small-group instruction, whole group instruction, one-on-one instruction, and guided practice.
- Co-taught classes will use one of the preferred models (station, parallel, and alternative) to differentiate instruction for students' mastery of standards, especially SWD.
- Teachers will select appropriate literacy strategies, especially vocabulary and comprehension to support students' acquisition of academic vocabulary and understanding of content.
- Teachers will select appropriate note-taking strategies to aid students in comprehending content, especially informational texts.
- Teachers will continue to use Marzano's high-probability strategies to increase academic achievement across all disciplines.
- Teachers will integrate the use of Thinking Maps when applicable to support students with various thinking processes across all disciplines.
- Teachers will integrate various types of formative assessment in their lessons to monitor students' progress with meeting/exceeding the standards.
- Teachers will select instructional strategies associated with Sheltered Instruction Observation Protocol to support English Language Learners with reading, writing, and speaking academic English.
- Academic data coach will support teachers in the classroom with the implementation of research-based strategies.
- The achievement of this standard will be monitored through (a) observation feedback, (b) professional learning, and (c) feedback on lesson plans.

Note: *Teachers include Title I teachers as well as general education, exceptional education, and ESOL.*

Instruction 2.3 *Teachers will make appropriate use of differentiation, including adjusting content, process, product, and environment based on students' readiness levels, learning styles, interests, and goals.*

- Teachers will engage students in identifying students' learning styles and multiple

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intelligences in order to differentiate lessons.

- Teachers will collect data to diagnose students' readiness levels and adjust instruction based on students' capacity to achieve the standards.
- Teachers will differentiate instruction by creating multiple pathways to learning, modifying students' access to content, and offering choices to demonstrate learning.
- Common planning time for study groups and collaborative planning will aid teachers in differentiating instruction, especially in the co-teaching environment.
- Academic data coach will support teachers in the classroom with differentiating instruction for students.
- The standard will be monitored through (a) observation feedback, (b) feedback on lesson plans, and (c) analysis of student work.

Note: Teachers include Title I teachers as well as general education, exceptional education, and ESOL.

Instruction 2.6 *Students benefit from required and timely as well as systematic and data-driven interventions that address learning weaknesses and accelerate learning when applicable.*

- Teachers will schedule small group instruction to target identified areas of need.
- The administration, academic data coach, and teachers will monitor safety net interventions.
- Students will be referred to tutorial either before or after school for additional support.
- The goal of Extended Learning Time will be to remediate and accelerate students in specific disciplines.
- Struggling students will receive interventions like Fast Math and ReadAbout.
- Students will participate in Lunch and Learn sessions to obtain support with the content standards.
- The standard will be monitored through (a) observation feedback, (b) professional learning, (c) feedback on lesson plans, (d) analysis of student work, and (e) tutorial participation.

Note: Teachers include Title I teachers as well as general education, exceptional education, and ESOL.

Instruction 1.2 *Teachers plan together using a consensus-driven framework in designing, monitoring, and revising instruction to ensure students advance in their achievement of the standards.*

- Teachers will meet in study groups and collaborative planning to discuss the curriculum, instructional strategies, and assessment.
- Academic data coach will facilitate study group sessions and support collaborative planning sessions.
- The standard will be monitored through (a) feedback on lesson plans, (b)

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observation feedback, (c) collaborative planning minutes, and (d) study group agendas.

Note: Teachers include Title I teachers as well as general education, exceptional education, and ESOL.

Instruction 2.2 *Teachers emphasize and encourage all learners to use higher-order thinking skills.*

- Teachers will develop high-level questions for assessment as well as performance tasks that require critical thinking and problem solving.
- Teachers will ask high-level questions needed to assess students' understanding of concepts during instruction.
- Teachers will integrate the use of Norman Webb's depth of knowledge to advance the levels of questioning.
- Teachers will use high-probability strategies such as identifying similarities and differences to facilitate students' understanding of two or more divergent ideas or concepts.
- Teachers will assist students with developing text-dependent questions.
- Teachers will use Thinking Maps when applicable to promote higher order thinking processes.
- The standard will be monitored through (a) feedback on lesson plans, (b) observation feedback, and (c) analysis of student work.

Note: Teachers include Title I teachers as well as general education, exceptional education, and ESOL.

Instruction 2.7 *Teachers and students work collaboratively to use technology to reinforce achievement of standards and differentiate instruction.*

- Teachers will effectively use technology to provide real world application, enhance students' research skills, and to differentiate instruction to maximize student learning. The technology includes laptops, Promethean boards, I-Pads, online tasks/websites, Study Island, Triumph Learning, student response systems, Microsoft processing for projects, Prezi, Voki, and other innovative web 2.0 tools.
- The standard will be monitored through (a) feedback on lesson plans, (b) observation feedback, and (d) analysis of student work.

Note: Teachers include Title I teachers as well as general education, exceptional education, and ESOL.

Instruction 3.2 *Teachers and students work collaboratively on a regular basis to establish and achieve clear, challenging learning goals.*

- Teachers will work in collaborative planning sessions to develop lessons that have clearly established goals based on the subject and grade level standards.
- Teachers and students will discuss the standards for the lesson, identifying the goals.

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

*2. Schoolwide reform strategies that are scientifically-researched based.

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

- The standard will be monitored through (a) feedback on lesson plans, (b) observation feedback, and (c) analysis of student work.

Note: Teachers include Title I teachers as well as general education, exceptional education, and ESOL.

Assessment 1.1 *Administrators and instructional personnel collaborate on the use of data to maximize student achievement.*

- The school leadership will meet with individual teachers to review their grade level outcomes by content area and to discuss the teacher's plan for meeting individual student academic needs.
- The standard will be monitored through data notebooks.

Note: Teachers include Title I teachers as well as general education, exceptional education, and ESOL.

Assessment 3.1 *A comprehensive feedback adjustment ensures continuous improvement for the individual learner, student subgroups, and the school as a learning community. The school emphasizes maximizing achievement in the cognitive, affective, social, and physical learning domains.*

- The faculty will participate in an ongoing cycle of systematic gathering and analysis of data to identify discrepancies between actual and desired results through collection of the following data:
 - Summative assessments – benchmarks, teacher tests, standardized tests
 - Formative Assessments – observations, feedback, analysis of student work
- The school leadership will meet with teachers during data talks to identify deficient areas and student growth.
- Teachers will conduct conferences with students to communicate progress with the achievement of the standards.
- The standard will be monitored through data notebooks.

Note: Teachers include Title I teachers as well as general education, exceptional education, and ESOL.

Assessment 2.3 *Teachers use a rich variety of summative assessment tasks to evaluate student achievement of the standards. Collaborative data analysis informs instructional decisions.*

- Teachers will work collaboratively to analyze summative data to plan for instruction in study groups, collaborative planning sessions, and team meetings.
- The standard will be monitored through data notebooks.

Note: Teachers include Title I teachers as well as general education, exceptional education, and ESOL.

Curriculum 2.1 *Teachers and administrators engage in schoolwide collaboration on curriculum design and implementation.*

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

*2. Schoolwide reform strategies that are scientifically-researched based.

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

- Teachers will meet in collaborative planning sessions to develop lessons that address content standards.
- Academic data coach will facilitate the understanding of content standards by assisting teachers with developing tasks that are aligned to the standards.
- Teachers will work together to develop common assessments that address the standards.
- The standard will be monitored through (a) collaborative planning minutes, (b) common assessments, (c) lesson plans, and (d) descriptions of tasks.

Note: Teachers include Title I teachers as well as general education, exceptional education, and ESOL.

Curriculum 3.2 *Teacher leaders and administrators use student performance and student work to revise curriculum implementation and alignment of resources.*

- Teachers will analyze student work according to the standards to determine if students are meeting/exceeding standards.
- Leadership team will analyze student data to determine instructional needs.
- Based on the analysis and use of current research, teachers will make decisions to better meet student needs (e.g., providing additional time, revising instructional strategies)
- The academic data coach will facilitate teachers' use of data in designing more targeted learning experiences that address students' instructional needs.
- The after-school tutorial program will provide additional support to struggling students.
- The standard will be monitored through (a) lesson plans, (b) tutorial attendance, and (c) data notebooks.

Note: Teachers include Title I teachers as well as general education, exceptional education, and ESOL.

Professional Learning 1.1 *Teachers participate in learning throughout the year and meet regularly to plan for instruction.*

- Teachers will meet weekly for collaborative planning to develop units and lessons.
- Teachers will analyze tasks to ensure rigor and alignment to the Common Core Georgia Performance Standards.
- The academic data coach will facilitate study group sessions that focus on curriculum, instructional strategies, and assessment.
- Teachers will attend conferences to supplement job-embedded professional learning.
- The standard will be monitored through (a) collaborative planning minutes, (b) study group agendas, and (c) lesson plans.

Note: Teachers include Title I teachers as well as general education, exceptional education, and ESOL.

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

*2. Schoolwide reform strategies that are scientifically-researched based.

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

Professional Learning 1.2 *Administrators consistently support the creation and maintenance of an effective learning community to support teacher and student learning.*

- Administrators will provide common planning time for study groups and collaborative planning.
- The standard will be monitored through (a) collaborative planning minutes, (b) study group agendas, and (c) lesson plans.

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

Response: The faculty has strived to implement research-based interventions that are applicable to the school's context in order to achieve the desired results. We targeted instruction and assessment primarily because teachers make the most significant difference in promoting student learning (Ladson-Billings, 2009; Nieto, 2010). In addition, teachers are more likely to implement a new teaching practice in the classroom with the support of an instructional coach (Knight, 2004, 2007; Knight & Cornett, 2008). Therefore, a substantial amount of the budget was allocated for Title I teachers and academic data coach.

Marzano, Pickering, and Pollock (2001) posited that one of the characteristics of effective pedagogy is instructional strategies. In fact, the Georgia Department of Education Teacher Keys emphasizes instructional strategies as an integral component of instruction. Therefore, the school will continue to identify and implement instructional strategies as well as varied forms of assessment to increase student learning. The school will continue to hone its implementation of the following strategies and best practices: high-probability strategies, Thinking Maps, co-teaching models, differentiated instruction using technology, and literacy strategies across the curriculum. The caveat to the use of strategies is context as teachers may yield different results based on the context in which the strategies are used.

High-probability strategies were featured in the work of Marzano and colleagues (2001) as research-based strategies that have yielded significant gains in academic achievement. Marzano referred to these strategies as high-probability strategies because the strategies were most likely to impact achievement. Summarizing and note-taking; identifying similarities and differences; and cooperative learning are strategies that teachers will continue to employ in their classrooms. However, it is important that teachers rely on knowledge of students, content knowledge, and context in selecting the most appropriate strategies (Marzano, 2009). In addition, some of the teachers received training in Thinking Maps which aid students with various thinking processes such as defining, describing, comparing, classifying, and contrasting. Thinking Maps allow students to organize their thinking which is beneficial in helping students understand content. Thinking Maps promote academic achievement as the maps advance learning across all disciplines (Hyerle, 2008). The academic data coach plans to train additional teachers in Thinking Maps.

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

Another instructional tool that the faculty will continue to strengthen is the use of co-teaching models. Students with disabilities continue to struggle academically, especially in reading (National Center for Education Statistics, 2009; National Joint Committee on Learning Disabilities, 2008; Newman, 2006). Many students with disabilities are expected to attain similar achievement levels with their peers in general education classes. Thus, it is imperative to maximize student learning in the co-teaching environment. The preferred co-teaching models reduce the teacher-student ratio in order for teachers to effectively address the needs of struggling students. Students with disabilities only attain equal access to content through a collaborative effort between general and special educators, provided that the teachers collaborate on tasks and strategies (Georgia Department of Education, 2008). The general education instruction should be adapted to meet the needs of students with specific learning disabilities (Kavale, 2005).

Furthermore, the school will continue to integrate technology in lessons, especially as a strategy for differentiating instruction. According to Kulik (2003) technology promotes student engagement as it offers a different way to deliver material to students. Students are more tech savvy today and require interventions that integrate the use of technology. Students who have the opportunity to attain technological skills are in a better position than those who do not receive such skills (Johnson, Levine, Smith, & Haywood, 2010). These skills are vital to success in almost every area of life. Moreover, differentiating instruction using technology provides multiple pathways to learning, modifies students' access, and offers choices for assessment. Differentiating instruction is a flexible, organized way of modifying instruction to meet students' instructional needs and advance student achievement (Tomlinson, 2001).

In addition, the school will continue identifying appropriate literacy strategies for students in content area classes. Vocabulary strategies are necessary components in advancing the achievement of struggling students (Marzano, 2004). The acquisition of academic vocabulary in content area classes assists students in understanding the content and key concepts. Teachers will continue to use vocabulary strategies like the KIM strategy and Frayer model to support vocabulary instruction. Also, students need practice with comprehension strategies in language arts as well as other content area classes. Comprehension strategies like questioning, determining key ideas, and making connections are strategies that teachers will continue to use with their students. When students struggle to comprehend text, student learning is thwarted. Students with specific learning disabilities need explicit, direct instruction in reading skills and strategies (Biancarosa & Snow, 2006; Feifer, 2011). English language Learners need vocabulary knowledge, grammar skills, fluency development, and comprehension strategies in order to read, write, listen, and speak grade-level academic English (Fisher, Rothenberg, & Frey, 2007) Strategy instruction is one of the most effective methods for improving reading achievement (Reid & Lienemann, 2006).

Furthermore, assessment is an essential part of instruction. We monitor student progress with the standards through assessments. According to Popham (2010), formative and summative assessments are an integral part of advancing student achievement. Teachers will continue to hone their skills in developing and using assessments, especially formative assessments to inform instructional decisions. Effective formative assessment includes identifying learning

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

goals, evaluating progress, and pinpointing next steps in achieving goals (Brookhart, 2010; Frey & Fisher, 2011). Feedback in conjunction with formative assessments is a powerful way to advance academic achievement (Frey & Fisher, 2011).

Moreover, professional development that focuses on building capacity for a community of learners is paramount as it facilitates a focus on student learning. Eaker, DuFour, and DuFour (2002) recommended that professional learning communities focus on student learning using the following questions: (a) What do we want students to learn? (b) How will we know when students have learned? (c) What next steps occur when students have not learned the intended objectives? (d) What enrichment activities are in place for students who have achieved the objectives? Study groups and collaborative planning sessions will maintain a focus on student learning.

In conclusion, the school endeavors to implement research-based interventions applicable to our context. Student learning and teaching are a priority as we aim to increase academic achievement for all students across all disciplines.

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

Response: The instructional methods revealed in this section are grounded in the Georgia Department of Education School Keys Standards. The assessment and leadership standards reflect how the school will increase the quality and amount of learning time.

Assessment 3.1 *A comprehensive feedback adjustment ensures continuous improvement for the individual learner, student subgroups, and the school as a learning community. The school emphasizes maximizing achievement in the cognitive, affective, social, and physical learning domains.*

- We will increase the amount and quality of learning time by offering before/after school tutorial and lunch & learn.
- Students not meeting standards will be grouped according to assessment results and assigned to safety net instruction which occurs before, during, and after school.
- The teachers will plan collaboratively each week to develop challenging tasks aligned to the standards.
- Academic data coach will support teachers in classrooms with lesson delivery and maximizing instructional time.

Leadership 2.1 *The administrators facilitate the development and sustained implementation of consistent policies, practices, and procedures to ensure a safe, orderly, and inviting learning environment.*

- The school leaders will ensure that schoolwide procedures and routines focus on student safety, student learning, and uninterrupted instructional time.
- The school will maintain positive school discipline plan by the Safe Schools Committee to reduce ISS and OSS referrals in order to increase instructional time for students.

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

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: All students require instruction that targets deficient skills across all disciplines. The SWD subgroup which identifies many students with learning disabilities requires specialized instruction according to their IEPs. Continuous progress monitoring of the identified weaknesses and how the plan is being implemented will be monitored by the school. The student data from assessments will direct instructional decisions and determine the success of the plan in addressing the root issues impacting student achievement. In addition, English Language Learners require additional support to make the content more comprehensible. They need content and language objectives integrated within their learning experiences. Stakeholders will monitor students' progress in the identified tiers for Response to Intervention to advance students' progress with the achievement of the standards.

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.

Response: At this time, the school has not scheduled an educational field trip as an instructional strategy. If the school schedules this type of field trip, the appropriate documentation will be submitted.

***3. Instruction by highly qualified professional staff.**

	Certified Personnel	Administrators	Support Personnel	PK-12 Teachers
Personnel	Full-time	4	6	65
	Part-time	0	0	0
Gender	Male	2	1	21
	Female	2	5	44
Certificate Level	4 Yr Bachelor's	0	0	20
	5 Yr Master's	1	3	29
	6 Yr Specialist	1	2	13
	7 Yr Doctoral	2	1	3
	Other *	0		0
Years Experience	<1	0	0	3
	1-10	0	1	31
	11-20	3	4	26
	21-30	1	1	5
	>30	0	0	0
	Average	18.75	13.66	10.33

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

***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. Administrative staff members attend job fairs and utilize the district's hiring system to post jobs on the website. The principal posts positions on PATS and qualified candidates apply for the positions. The human resources department conducts a preliminary screening of all candidates using an electronic application system Paperless Applicant Tracking System (PATS). Prior to interviewing, applicants' information is requested to determine if they have met minimum requirements of the state. During the interview process, the interview panel reviews résumés and portfolios. Administrators ask in-depth interview questions to gain insight regarding applicants' background experiences. Interviewees are also provided with highlights and special accomplishments of Stone Mountain Middle School. The high level of support offered at Stone Mountain Middle School is emphasized during the interview process (e.g., principal passes, teacher appreciation week, PTSA acknowledgements, holiday celebrations). The principal selects highly qualified candidates and identifies the most qualified candidate after the interviewing process.

For teachers and paraprofessionals who have failed to meet the highly qualified status, the human resources department notifies the local school. Parents whose children are taught by those teachers are notified of the teacher's non-highly qualified status. Teachers are encouraged to complete the necessary requirements to achieve the highly qualified status.

The administrative staff also attracts and retains highly qualified teachers by attending to teacher morale. The staff plans activities for teachers during teacher appreciation week, and teacher success is often highlighted and celebrated in faculty meetings with principal passes. In addition, new teachers participate in a new teacher orientation program that meets once a month to engage in activities that promote best practices in the classroom. Stone Mountain Middle School uses its own program for new teachers to extend support beyond the teacher support specialists. Volunteers serve in a mentoring role for new teachers and help them transition without feeling lost or overwhelmed. At the teacher support meetings, new teachers learn strategies that will help them be successful during their first year of teaching. Topics include the following: standards-based classroom; analysis of student work; effective three-part lesson; preferred co-teaching models; and assessment. Additionally, professional learning communities have been established to provide on-going support in the areas of management and instruction. Furthermore, academic data coach provides on-the-job professional development through instructional support in the classrooms.

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

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

Response:

- A. We have included teachers, principals, and paraprofessionals and, when appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs. Teachers will continue to receive professional development on how to effectively analyze data to meet the instructional needs of their students including Response to Intervention (RTI) and Student Support Team processes. The academic data coach will continue to train teachers on the implementation of Common Core Georgia Performance State Standards. This training will include professional development featuring Marzano's research-based high-probability strategies, Norman Webb's depth of knowledge (DOK), vocabulary strategies, formative assessment, Thinking Maps, STEM tasks, differentiating instruction using technology, note-taking strategies, and Teacher Keys. Teachers will identify appropriate strategies to aid with students' achievement of the standards. Teachers will receive support with writing instruction in writing across the curriculum initiative Pirates Are Writers. Because SWD and ELLs have been identified as being a challenge for the school in the academic areas across the curriculum, teachers will continue to receive support in the use of best practices and instructional strategies to address academic weaknesses. In addition, teachers will continue to be trained on effective co-teaching strategies and preferred models to assist students with disabilities.
- B. We have aligned professional development with the state's academic content and student academic achievement standards. One of the primary components of teacher professional development will be the second-year implementation of Common Core Georgia Performance Standards. Teachers will receive additional guidance on Common Core elements such as integration of literacy standards across the curriculum and rigorous tasks. Moreover, teachers will receive on-going professional development with School Keys, Teacher Keys, and Leader Keys to increase their understanding of the assessment process. Leadership will continue to emphasize the transition from AYP to College and Career Readiness Performance Index in subsequent faculty sessions.
- C. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic challenges. For example, a portion of the Title I budget has been allocated for an academic data coach to support content areas in the implementation of the Common Core Georgia Performance Standards. Content areas such as science and social studies will participate in teacher professional learning communities to support the integration of literacy standards in the social studies and science curriculum. Teachers will receive professional learning about various types of formative assessments, Thinking Maps, STEM tasks, and literacy strategies. Teachers will continue to receive professional learning in developing more rigorous tasks using Norman Webb's Depth of Knowledge. Previous professional learning in the use of Marzano's high-probability strategies will be monitored as on-the-job professional development. Teachers will deepen knowledge of differentiated instruction in their collaborative planning sessions. Additional monies have been used to support the curriculum with the purchase of extended texts and other resources to promote literacy across the curriculum. These resources will be

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

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

used to foster literacy engagement, aiding increased comprehension levels.

- D. We have included teachers in professional development activities regarding the use of academic assessments. This involvement enables teachers to provide information about students and improve the achievement of students as well as the overall instructional program. Professional learning communities will focus on the analysis of data (e.g., benchmark, common assessments, CRCT) to determine instructional needs of students. New teachers learn how to access data in IDMS through peer assistance designated by grade level. Teachers will design appropriate formative assessments to monitor students' progress with the standards. Assessments such as standardized tests, benchmarks, and common assessments will be analyzed to design appropriate learning experiences. Teacher study groups and collaborative planning sessions will emphasize the effective use of student data. Teachers will use data to assist students struggling with the content.

*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. We invite all Title I parents to the Title I annual meeting in which parents, teachers, and other community stakeholders receive information about the Title I program and funding. Parents are also informed about highly qualified teachers and right to know letters as well as other Title I regulations. Parents receive information about Title I budget including the 1% set aside for parental involvement. Parents and other stakeholders have an opportunity to review parental involvement policy, school-parent-teacher compact, and schoolwide plan. We invite parents and stakeholders to participate in the process through flyers, marquee announcements, calling post, and website. Meeting notes, surveys, and sign-in logs provide evidence of parents' participation. In addition, the school will continue to involve parents in the following ways: (a) provide direct communication to parents (from all teachers and principal) to assist in schoolwide programs and classroom events; (b) strongly encourage parents to join and participate in PTSA; (c) establish teacher/parent sponsored academic clubs/organizations; (d) invite parents to school assemblies; (e) establish "Bring Parent to School Day"; (f) participate on School Council; (g) place sign on marquee that parental involvement is wanted and needed at SMMS; (h) PTSA visit local communities soliciting sponsorship for upcoming events; (i) inform parents about school programs, academic clubs, and academic achievement; and (j) provide workshops that target reading and math skills, test-taking strategies, homework assistance, parenting, and college readiness
- B. We will update the school parental involvement policy periodically to meet the changing needs of parents and the school. We will distribute it to the parents of participating

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

children and make the parental involvement plan available to the local community through courier, Title I annual meeting, and parent resource center. We will revise the parental involvement policy based on survey data and feedback to meet the needs of parents and students. The goal is to improve student achievement. Meeting notes, surveys, and sign-in logs provide evidence of parents' participation. Parents may provide feedback through courier, Title I annual meeting, parent meetings, and conference call. We inform stakeholders of changes through local school council meetings, PTSA meetings, and calling post.

- C. We conducted a Title I annual meeting, at a convenient time, to inform parents about the school's Title I program, school parental involvement policy, schoolwide plan, and school-parent-teacher compact. We used survey results, CCRPI data, and other needs assessment data to develop such plans. We are designated as a schoolwide Title I program in which all funds are used to support content-area classes. Therefore, we encouraged and invited all parents of participating children to attend the Title I annual meeting. We notified all parents through school website, flyer, marquee, and mass calling post.
- 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. We will use parent surveys and feedback to address barriers within the school's control using funds provided under Title I. We plan to conduct the following academic meetings: (a) Curriculum night; (b) Help! My Child Has Homework; (c) De-Stress for Testing; (d) Student Achievement in Science; (e) Student Achievement in Mathematics; (f) Student Achievement in Language Arts; and (g) Student Achievement in Social Studies.
- 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, and the forms of academic assessments used to measure student progress. We will provide the proficiency levels students are expected to meet and opportunities for regular meetings, if requested by parents. The regular meetings will allow parents to formulate suggestions and participate, as appropriate, in decisions relating to the education of their child. We provide a description of the curriculum and assessments during Curriculum night and teacher conferences. We also provide information about Title I program during the Title I annual meeting. Parents may inquire about child's academic progress to ensure their understanding as it relates to academic performance and standardized testing. We also send progress reports home to the parents. Parents are encouraged to monitor child's progress by requesting additional parent meetings. We will schedule these additional meetings per parents' request. As the budget allows, we will provide students with agendas to promote daily communication between teachers and parents. We will respond to any such suggestions as soon as practicably possible.
- F. We will jointly develop with parents of participating children a school-parent-teacher compact that outlines how parents, entire school staff, and students will share the responsibility for improved student academic achievement. The compact will reveal the means by which the school and parents will build and develop a partnership to help

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

children achieve the state's high standards. Administrators, teachers, and parents will revise the school-parent-teacher compact annually. The compact provides an overview about curriculum, instruction, conferences, student reports, and volunteer opportunities. The compact is reviewed and distributed to parents in order to communicate how the faculty will work with parents and students to support student learning. The compact allows students, parents, and teachers to work collaboratively toward the goal of increasing student achievement. A copy of the compact is signed by teachers, parents, and students.

- G. We will provide assistance to parents of participating children, as appropriate, in understanding the state's academic content standards, and state's student academic achievement standards. We will help parents in understanding state and local academic assessments including alternate assessments. We will support students in understanding the requirements of Title I, Part A, how to monitor their child's progress, and how to work with educators. At the Title I annual meeting, we share information with parents to help them understand academic standards, assessments, and Title I requirements. To ensure that parents are monitoring child's progress, we send progress reports home every 4 ½ weeks. Students are to return signed progress reports to the teachers. We have four scheduled parent-teacher conferences also. However, we will schedule additional parent-teacher conferences per parents' request. Parents are also provided information in the school-parent-teacher compact. Furthermore, teachers continuously notify parents about their child's progress and maintain parent communication logs. We communicate meetings through school website, flyers, calling post, and marquee. Meeting notes, surveys, and sign-in logs provide evidence of parents' participation.
- H. We will provide materials and training to help parents work with their child to improve child's achievement such as literacy training and using technology, as appropriate, to foster parental involvement, by having teachers conduct surveys of parents' needs to effectively help their child. We will provide workshops that target math improvement, test-taking strategies, homework assistance, parenting, and college readiness such as the following: (a) Curriculum night; (b) Help! My Child Has Homework; and (c) De-Stress for Testing (d) Student Achievement in Science; (e) Student Achievement in Mathematics; (f) Student Achievement in Language Arts; and (g) Student Achievement in Social Studies.
- I. We will provide training to educate the faculty and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of parents' contributions. We will provide training in how to implement and coordinate parent programs and build ties between parents and the school. We work with the Office of Federal Programs to obtain assistance regarding the Title I program. The Office of Federal Programs provides monthly Title I principal meetings, Title I summit, Title I workshops, Title I Illuminate sessions, Title I principal's summit, and Title I professional development. The Office of Federal Programs offers support to implement Title I programs in order to build ties with parents, teachers, students, and the community. In addition, we will post suggestion box at parent meetings so parents can convey their desires and concerns for improved teacher-parent communication. Teachers will maintain

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

parent contact logs as well. Additional training is provided locally regarding Title I requirements to the faculty and staff through leadership meetings, team meetings, and faculty meetings. The school will provide professional learning on how to effectively communicate with parents. We will inform faculty and staff about training through e-mails, intercom announcements, and weekly bulletins.

- 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 other programs. We will conduct other activities such as parent resource centers that encourage and support parents in fully participating in the education of their children. We offer summer bridge program and transition/orientation program for rising sixth-grade students. We also offer transition program for rising ninth-grade students. We use calling post, parent resource center, website, and marquee to inform parents about additional programs and opportunities.
- K. We will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format. We will include alternative formats upon request, and, to the extent practicable, in a language the parents can understand. We will send home information in an understandable format and translate per request. We communicate with parents through flyers, calling post, marquee, website, and parent resource center. We will maintain a more detailed school website notifying parents of school activities, clubs, and volunteering opportunities. Teachers will maintain updated websites.
- L. We will provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format. We will include alternative formats upon request, and, to the extent practicable, in a language parents understand. Grade levels or teams may address this need through survey results and communication with parents. We will provide communication in another language upon request.

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

Response: We have included transition plans for students entering middle and high school as well as for students entering from other schools throughout the school year. In order to ease the transition for students enrolling in Stone Mountain Middle School as sixth graders and leaving as ninth graders, several programs have been implemented. In the spring of each year, the principal, assistant principals, counselors, student support specialist, and select teachers meet with representatives from elementary feeder schools and the high school to coordinate activities to make the transition smooth for the students. Rising sixth graders from the four feeder schools attend several orientation meetings, which include the following:

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

- Initial student orientation at the middle school for general information
- Student and parent orientation at Stone Mountain Middle School to explain the choices they have with their classes
- Tour of the school with Stone Mountain Middle School students in late spring and fall
- Summer Bridge for rising 6th graders
- Special education students have the opportunity to meet with case workers who will assist them with their transition from elementary to middle school.
- ESOL representative will collaborate with teachers to ensure smooth transition.

Rising ninth graders are given as much support as the sixth grade students. They are provided with an orientation session and tour at Stone Mountain High School. They also have an evening parent orientation in which high school preparation and diploma choice information are provided. A summer bridge program is offered to the rising ninth graders to help diminish any fears that the students have involving the transition from middle school to high school. During the school year, these students receive additional support from a variety of sources, such as the following:

- High school diploma choices are explained and analyzed through classroom guidance and parent meetings at Stone Mountain Middle School.
- Class meetings with the administrators and counselors
- Curriculum night for parents and students at Stone Mountain High School
- Parent workshops are given to the parents to provide tips to help with a smooth and successful transition developed by administrators, counselors, student support specialist, and English Language Learner instructors
- In August, Stone Mountain High School has a parent workshop and an open house which is designed to give much needed information to parents and students about class schedules, room locations, and teachers.
- Special education students are presented with a transition plan that outlines specific goals for high school based on an assessment of their academic and social achievement. The plan consists of education, employment, and independent living needs of special education students.
- ESOL representative will collaborate with teachers to ensure smooth transition.

Students entering Stone Mountain Middle School throughout the year receive similar support:

- Initial student orientation at the middle school for general information and to explain the choices they have with their classes
- Tour of the school
- Special education students have the opportunity to meet with case workers who will assist them with their transition. For rising ninth graders, parents may participate in workshops which provide tips to help with a smooth and successful transition. Special education students are presented with a transition plan that outlines specific goals for high school based on an assessment of their academic and social achievement.
- ESOL representative will provide orientation to students.

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

- For rising ninth graders, high school diploma choices are explained and analyzed through classroom guidance and parent meetings.
- Class meetings with the administrators and counselors

*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: Teachers are an integral part of the decision-making process in regards to the selection and implementation of academic assessments. Teachers use relevant, grade-level appropriate and content-based assessments that measure performance. Teachers administer benchmark assessments provided by the district, but they also have autonomy in identifying other types of assessments for their students. Teachers also work together within their content areas to devise common assessments that best measure students' performance. The academic data coach at the school supports content area teachers with developing a variety of assessments that focus on higher-order thinking skills and processes.

Teachers consistently review standardized tests, teacher-created tests, and benchmark assessments in order to improve the performance of individual students. They retrieve student data from IDMS in order to identify students' progress, abilities, and deficiencies as it relates to student achievement. Teachers use this data in conjunction with portfolio assessments to design instruction tailored to students' needs. Students not meeting the standards also have a level one plan created in each content area that delineates specific interventions.

Teachers also collaborate to look at specific academic domains and identify students who are at risk for failure. Teachers implement research-based strategies that promote engagement and increased student learning. Collaborative teams throughout grade levels use differentiated instruction and direct instruction teaching strategies to improve student performance. They meet in study groups to discuss student data and plan instructional strategies to improve students' academic performance. ELT is used to enhance academic performance and allows students time to focus on specific content. Teachers work and plan collaboratively to improve the overall instructional program of the school. As a result, instruction is designed to address the needs of individual students, thereby increasing student learning.

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

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

Response: We employ measures to ensure that students who experience difficulty mastering proficient or advanced levels of the academic standards receive effective, timely, and additional assistance. Students who require additional assistance are identified using standardized test data, diagnostic assessments, benchmarks, progress reports, portfolio progress, and other formative assessment data. Students are also assessed using mid-semester evaluations and then recommended for tutorial by teachers. Teams meet weekly during common planning to identify those students that could benefit from additional assistance. This additional support occurs during ELT, in-class safety nets, and tutorial.

Throughout the school year, the faculty reviews data in team meetings, Student Support Team

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

meetings, and study groups. Also, the faculty uses IDMS and the data room to monitor student progress. Data talks occur between teachers and students to help students understand their progress on summative assessments and to assist with academic goals. Benchmark data is closely monitored and reviewed in study groups, leadership meetings, and team meetings. Teachers design lessons to address deficient areas and monitor progress within the Response to Intervention tiers. In study groups and collaborative planning sessions, teachers discuss students' strengths and weaknesses with the content. The continuous progress monitoring ensures that students receive the most appropriate instruction. Also during the school year, PTSA, School Council, and Title I parental involvement meetings review data to monitor student progress. By allowing all stakeholders the opportunity to assess this data, they are allowed to take ownership of the success of the school. From a schoolwide perspective, data reviews occur multiple times throughout the school year, and on the individual teacher level, the reviews may occur several times per week during team meetings and study groups. In addition, the school improvement team meets annually during the summer leadership meeting to review and disaggregate summative data from the previous year.

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

Response: Teachers will continue to participate in professional learning sessions about how to effectively analyze data to meet the instructional needs of their students. Teachers will continue to receive training on the implementation of Common Core Georgia Performance State Standards. This training will include professional development using Marzano's research-based high-probability strategies, Response to Intervention (RTI), and Norman Webb's depth of knowledge (DOK). Teachers will continue to develop more rigorous tasks using Norman Webb's Depth of Knowledge. Previous professional learning in the use of Marzano's high-probability strategies will be monitored as on-the-job professional development. The SWD subgroup requires continued attention across all content areas; therefore, teachers will continue to use Fast Math and ReadAbout to address students' weaknesses in mathematics and reading. In addition, teachers will continue to be trained on effective co-teaching strategies and preferred models to support SWD subgroup academically. Furthermore, students in the ESOL program need additional support, especially in science and social studies classes. Content areas such as science and social studies will participate in teacher professional learning communities to support the integration of literacy standards in the curriculum. Teachers will deepen knowledge of differentiated instruction in their collaborative planning sessions. In addition, teachers will identify appropriate formative assessments to monitor students' progress with the standards. Teachers will use Thinking Maps when applicable to facilitate students' thinking processes. Also, teachers will receive training about STEM tasks. Teacher study groups and collaborative planning sessions will emphasize the effective use of student data.

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

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

students at the school or in the community.

Response: The following parent/community outreach activities and initiatives occur at Stone Mountain Middle School to promote parental involvement and student learning for all students:

- School Council meetings
- Parent/teacher conference nights
- Rising sixth and ninth grade parent meetings to help with transition to middle or high school; also includes parent meetings for rising 7th & 8th graders
- Title I parent meetings to provide school data and instructional strategies
- Parent work center provides a designated area with three computers for easy access to parent portal. The goal is to maintain open communication with students about school events.
- After school tutorial targets students' deficient areas within all content areas
- Fine Arts parents' meetings

*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 school will use allotted Title I and state funds provided through the district budget. These funds will be used to support professional learning opportunities and parental involvement activities. Moreover, per pupil funds will be used to support instruction in all content areas including the purchase of instructional supplies and equipment.

In addition, local professional learning funds will be used for conference registration to support teachers in consistently demonstrating extensive content and pedagogical knowledge. The conferences will assist teachers in addressing appropriate curriculum standards and integrating key content elements in daily instruction. These sessions will focus on strategies and best practices aligned to the goals of the schoolwide plan. Professional learning will help teachers construct a blueprint of how to maximize student learning. Substitutes will cover teachers' classes while they attend professional learning.

Parent Teacher Student Association and our Partners In Education funds will be used for tutorial incentives for both teachers and students. These funds, if provided, will be used to provide incentives for students across the curriculum and to support teacher retention.

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

Response: Currently, the allocated Title I funds are \$461,538.13.

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The school allocated \$3,234.13 for parental involvement activities. These activities include Title I parent meetings and academic meetings (i.e., reading and math skills, test-taking strategies, homework assistance, parenting, college readiness). Postage is \$1,500.00 and supplies are \$1,734.13.

Title I personnel includes six Title I teachers and one academic data coach. The funding for Title I personnel is \$434,514.98. The personnel will support language arts, reading, mathematics, social studies, and science. Some of the personnel will support faculty with professional learning during content study groups.

The school allocated \$19,971.10 for after school tutorial budget including student transportation and 12 teacher salaries (January 14 – March 27).

The school allocated \$3817.92 for professional conferences (STEM, IRA, NCTE, NCTM, NCSS, NSTA, ASCD, Metro RESA).

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: The school will use the funding from the Carl D. Perkins Vocational and Applied Technology Act in the following ways:

- Increase leadership development of students by increasing participation in Technology Student Association (TSA); Future Business Leaders of America (FBLA); and Family, Career, and Community Leaders of America (FCCLA)
- Expand program enrollment as career tech programs are effective programs that are offered based on student interest and employment demands
- Increase visibility of Career Technology Program/Pathways
- Educate faculty about nontraditional careers
- Implement co-curricular activities
- Increase community service projects

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

Response: Individual student assessment results will be provided to parents through school mailings, conferences, and parent workshops. All certified staff members will continue to be trained in the Georgia Department of Education's methods for determining achievement of standards, so staff members are able to articulate results to parents, students, community members, and peers. This training occurs during team data talks with the principal. Stone Mountain Middle School will send home the standard letters developed by the school district to assist parents in understanding the testing results. Teachers will conduct data talks with their students during student conferences in the classroom. Furthermore, parent meetings will address standardized assessments as well as provide parents with an opportunity to understand and experience standardized testing from their child's perspective. Also, parents and teachers will communicate regarding student assessments during parent conferences at Stone Mountain

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

Middle School. In addition, the school will host a curriculum night for all parents to address curriculum expectations. We will send a letter to parents informing them to contact the school if further clarification is needed.

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

Response: Data is collected and disaggregated for all state mandated tests by the state of Georgia Department of Education. The academic data coach also collects and disaggregates data within the school. We will maintain a schoolwide data room in which data for corresponding CCRPI components will be posted. Benchmark data, common assessment, and any other pertinent assessment data will be posted in the data room to monitor student achievement with all content areas. In addition, each team will maintain a team data notebook, and each teacher will maintain student data. Teams will participate in data talks to examine students' progress.

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

Response: The state of Georgia Department of Education has verified the validity and reliability of the disaggregated data for each category.

13. Provisions for public reporting of disaggregated data.

Response: The school will communicate disaggregated data to the stakeholders via school meetings during the school year. In addition, a document featuring data results will be available on the school's website for community member and parental review. The disaggregated results will be available to the community through the Georgia Department of Education's website and DeKalb County School System's website also. The results are published in the Champion and the Atlanta Journal Constitution newspapers as well. The Governor's Office of Student Accountability also publishes a School Report Card. Throughout the year, parents will receive literature, confer with teachers, and may visit the school's website in order to gain information regarding disaggregated data. The teachers will interpret and articulate assessment results to students through data talks in which the teachers conference with individual students about their scores and steps to advance them to Level II/III status. Data talks allow students to take ownership of their academic achievement.

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 plan was developed during a one-year period in the 2012-2013 school year and has been updated annually since that date.

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: The Title I schoolwide plan was developed with the involvement of the community to be served and individuals who will carry out the plan including teachers, principals, other staff, and pupil service personnel, parents and students (if secondary).

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

	NAME	POSITION/ROLE
	Dr. Vincent Hinton	Principal
	Dr. Deborah Dunn	Assistant Principal of Instruction
	Thalia Watson	Assistant Principal, Title I Coordinator
	Marcos Whyte	Assistant Principal
	Dr. Lisa Butler Green	SWP Facilitator, Academic Data Coach
	Sharon Blackmon	Parent Representative
	Joy Gatewood	Head Counselor
	Icylin Harding	Exceptional Education Chair
	Dr. Topeeza Tillman	English-Language Arts Chair
	Cornelius Reddick	English-Language Arts Chair
	Jarron Worlds	Math Chair
	Robert Ayer	Science Chair
	Dorothy Seay-Mayberry	Science Chair
	Tameka Muhammad	Social Studies Chair
	Audrey Daniel	Connections Chair
	Pamela Carter	Lead Teacher for Special Education
	Galen Dawson	Student Support Specialist
	Alfred Quirouet	Media Specialist
	Emmerson Allen	Teacher
	P. Elaine Franks	Teacher
	Vertrina Jackson	Teacher
	Zelda Matthews	Teacher
	Sophia Saxon	Teacher

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

Response: The Title I schoolwide plan is available to the LEA, parents, and the public. While multiple paper copies of the schoolwide plan are financially unfeasible, electronic copies are not. All staff members will receive a copy via email, and an electronic copy will be attached to the school's website for parents, local businesses, and community members to review. Committee members will receive hard copies of the plan; copies will be kept in the front office and designated parent center for review with the principal serving as the contact should a stakeholder have questions or wish to request a hard copy. Upon request, the International Center or translators will assist with translations of the plan to assist our non-English speaking stakeholders.

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: At the current time, the school does not have a significant percentage of parents who speak a language other than English as their primary language for the plan to be translated. If in the future a significant number of parents speak another language, this plan will be translated into their primary language.

18. Plan is subject to the school improvement provisions of section 1116 of ESEA as amended by Georgia's ESES Flexibility Waiver.

Response: The schoolwide improvement plan is subject to the school improvement provisions of section 1116.

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