Screven County Middle School
School-Wide Plan
Mr. James Thompson, IV, Principal
Title I
2011-2012

Revised and Approved November 17, 2011 by the SCMS Change Team.

Principal _____

CHANGE TEAM:

Ryan Reddick, Chairman - 6th grade
Nancy Blackburn - 6th grade
Cindi Kent - 6th grade
Kathie Collins - 7th grade
Kelly Chandler - 7th grade
Nicole Peeples - 8th grade
Anita Alexander- 8th grade
Renee Hammons - Special Education
Bridget Mixson – Exploratory
Jim Thompson – Principal
Wanda Parrish – Assistant Principal
Gilda Rackley – Assistant Principal
Ms. Yvonne Roberts - Parent Representative
Amy Dixon – Parent Representative
Deborah Solomon – Parent Representative
Vicki Reddick - Parent Representative

COMPONENTS

Introduction

Screven County Middle School located in Sylvania, Georgia is the only middle school in Screven County. With an enrollment of 586, the school houses grades, six, seven, and eight. Many of these students live in rural areas and are bused distances up to twenty miles. Screven County has a population of 15,374 with a per capita income of $17,773. The poverty level of our community is reflected in the fact that more that 79% of the school's enrollment qualified for free or reduced meals. Seventy percent of the students' parents are unskilled employees or unemployed with little or no high school education. The school population is 58% black/other and 42% white. Eighteen percent of the student population is enrolled in a special education program.

Screven County Middle School (SCMS) staff is made up of 43 teachers 7 paraprofessionals, a school nurse, a media specialist, a school counselor, 2 assistant principals, and a principal. The staff at SCMS is stable with less that 5% turn over in personnel in the past five years.

MISSON STATEMENT

The mission of Screven County Middle School is to provide the highest quality educational experience possible for our young people while giving them the emotional and social support necessary for them to negotiate these transitional years. Academically, we provide appropriate instruction to students of widely varying backgrounds in order to prepare them for success at the high school level. Socially, we provide a safe and supportive atmosphere for children to make the transition to adolescence. Emotionally, we provide a bridge between the close-knit familiar world of the elementary school and the adult-like independence of high school life. We are a world between, a place to grow up.

VISION

Screven County Middle School, where…

…everyone matters

…everyone learns

…everyone succeeds

BELIEF

Screven County Middle School believes…

…all children have the opportunity for free, appropriate, quality and equitable instruction.

…a school should maintain an environment conducive for teaching and learning – a place where teachers can teach and students can learn.

…a faculty and staff should actively seek on-going research in order to bring the best teaching practices to the classroom.

…in developing the mastery of skills necessary for academic excellence and the demonstration of an attitude which will encourage adolescents to realize their fullest potential.

…the child's family is a partner in the learning process.

…the community should be an active participant in identifying education goals and setting realistic expectations for learning.

…a community should commit to safeguards that will minimize risk to students, faculty, and staff.

…in providing a secure learning environment that is committed to justice, dignity, and worth of all individuals.

…students and staff members should become "technologically literate".

…in addressing and providing nurture for student's social and emotional needs.

GOALS

Screven County Middle School's goals are …
…to improve student achievement in all content areas.

…to increase student and stakeholder engagement

…provide a safe and well disciplined learning environment.

1. **Comprehensive Needs Assessment**

The following data are used to determine our needs.

PRESENT LEVELS OF PERFORMANCE

Attendance Data

Information gathered from Infinite Campus, a student information program, for the year 2010-2011 documents that 10% of students missed 10 or more days and 2 % missed 20 or more days as of April 2011.

Discipline Referrals

Discipline referrals to the office by school staff and bus drivers numbered 609 as of November 2011. These infractions were committed by 19% of the student body. Many disciplinary problems are dealt with by the teachers on each grade level and are not included in this number.

Facilities

The faculty and staff of Screven County Middle School moved into the present facility in 1997. It consists of four wings, one for each grade level a well as a wing housing connections programs.

School Climate

The school employs the Positive Behavior Intervention Support Program which rewards students for good behavior. Tickets (Gamecock Bucks) are given to students by teachers and administrators and they are allowed to spend them on various items at the school, including free tea, Italian Ice, ballgame tickets, etc. In addition, the PBIS committee holds a major celebration such as a dance, a movie, a matt ballgame, or a tailgate party every nine weeks to promote good behavior. Teachers continue to implement the Georgia Performance Standards and are encouraged by administrators who perform walkthroughs and informal observations. In the upcoming two years, the Common Core Georgia Performance Standards will be implemented to take the place of the current Georgia Performance Standards. Administrators also participate in the Professional Learning Community (PLC) meetings that take place every week. A safe environment is maintained through video monitoring of all areas of the school, frequent drug and weapon searches, detailed emergency plans, staff training in appropriate intervention techniques for various situations, and monitoring of visitors.

Student Test Data

Screven County Middle School uses the Criterion Referenced Competency Test (CRCT) to assess student learning. Information from the CRCT was collected and analyzed. At the time of the test (Spring, 2011) 535 students were tested. The CRCT scores revealed that 8.4% (45) of students did not meet standards in reading during the 2010-2011 school year. Also, 15.5% (83) scored below the state average in mathematics.

Technology

The existing long range plan for SCMS complements our goal of improving student achievement. Correlating goals include improving achievement in math and reading, and enabling the utilization of technology for homework, communication and learning activities. All math teachers, grades 6 through 8 are currently participating in a two-year Title IID NETS grant which has provided a 2:1 ratio of laptops for use in their classrooms. State officials and the district technology director are overseeing the implementation of the grant material. All classrooms are equipped with Classroom Performance Systems response systems and LCD projectors. In addition, all classrooms are equipped with SMART board technology.

Summary of Needs Assessment

Many sources of information were used by the Change Team in an effort to identify the most pressing of SCMS's needs.

2. Schoolwide reform strategies

The SCMS Change Team had identified Reading and Math as two critical areas for reform. Below is test data chart with disaggregated data which exhibits the evidence for reform.

CRCT TEST DATA
Math
( ) = State Score

	2007-2008	2008-2009	2009-2010	2010-2011
Grade 6 (all students)	63 (69)	56 (75)	56 (75)	77(76)
Grade 6 (SWD)	43 (34)	34 (40)	21 (40)	40(45)
Grade 6 (Black)	48 (66)	43 (63)	44 (63)	67(65)
Grade 7 (all students)	85 (80)	83 (84)	84 (85)	86(89)
Grade 7 (SWD)	47 (45)	40 (52)	55 (54)	63(65)
Grade 7 (Black)	74 (70)	82 (76)	76 (78)	78(83)
Grade 8 (all students)	76 (62)	81 (70)	78 (74)	86(86)
Grade 8 (SWD)	44 (27)	68 (38)	41 (38)	59(58)
Grade 8 (Black)	68 (49)	86 (58)	71 (63)	79(80)

CRCT TEST DATA
Reading
( ) = State Score

	2007-2008	2008-2009	2009-2010	2010-2011
Grade 6 (all students)	92 (92)	86 (90)	82 (91)	93(94)
Grade 6 (SWD)	67 (69)	65 (64)	60 (66)	97(96)
Grade 6 (Black)	86 (87)	80 (85)	74 (87)	91(91)
Grade 7 (all students)	88 (88)	87 (89)	88 (89)	87(91)
Grade 7 (SWD)	46 (59)	61 (63)	74 (61)	69(67)
Grade 7 (Black)	84 (82)	75 (84)	82 (84)	77(86)
Grade 8 (all students)	92 (90)	91 (93)	94 (95)	97(97)
Grade 8 (SWD)	65 (64)	86 (69)	79 (75)	83(87)
Grade 8 (Black)	88 (86)	96 (89)	92 (92)	94(97)

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

The instructional staff of the school consists of forty teachers, two assistant principals, a counselor, a principal; all certified by the Georgia Department of Education. Paraprofessionals are certified by the local Board of Education and will have at least a secondary school diploma, or recognized equivalent. The paraprofessionals will be under the direct supervision of a certified teacher who has the primary responsibility for providing instructional service to the students.

4. **Professional Development**

Professional development activities are designed by the principal, district curriculum director, teachers, and other staff. Staff development courses planned for the coming year include upcoming training for the Common Core Georgia Performance Standards, Title IID NETS Grant, and ongoing implementation and monitoring of standards based class strategies. These professional development sessions will take place in Professional Learning Communities, faculty meetings and at the district level.

5. **Strategies to increase parental involvement**

Screven County Middle School holds an open house at the beginning of the school year so that parents and teachers can meet and discuss the upcoming school year. Parents also have the opportunity to attend a Parent University/ Middle School session after the start of school in which Title I information is shared with them for the upcoming school year. Teachers are asked by the principal to make initial contact with all parents within the first 20 days of school. In addition, teachers and parents communicate using the e-mail links through the Parent Connect program in which parents can obtain a password from the Board of Education office and monitor their child's grades in class. This year Parent CRCT Night was a success, with Parent University co-hosting the event. In addition, newsletters are sent home with mid-term progress reports and report cards to make parents aware of upcoming events in which they may participate. Parents can also visit the school website to obtain information for upcoming events and many teachers have their own websites with information about activities taking place in their classrooms.

6. **NA**

7. **Measure to include teachers in the decisions regarding the use of assessments**

Teachers will be involved with decisions regarding the use of assessments to provide information on, and to improve the performance of individual students

and the overall instructional program. The Change Team approved the use of Benchmark Exams, which are created by the administrative team using the standards taught during that time period. These Benchmark Exams are given through the Online Assessment System through the Georgia Department of Education and provide data which is disaggregated and used to adjust instruction if necessary. Each student is also given the STAR test to determine their ZPD for the Accelerated Reader program. As students take a computerized test over books they have read and master these skills, they will be encouraged to try more difficult reading materials.

8. Coordination and integration of Federal, State, and local services and programs

Screven County Middle School is fortunate to be located in a supportive community. Civic organizations and local businesses play an important role in supporting our school. Their support helps to improve our school environment and enhances the educational experiences of our students. Screven County Middle School receives funding from a wide variety of sources. These funds are all integrated to meet the identified needs of Screven County School. The following is a list of all federal, state and local sources and a description of how Title I funds will be coordinated with Title II, Part A, Title IV, nutrition programs, State Pre K program, Head Start, adult education, professional Learning, and Even Start. The needs assessment identifies areas of weakness or greatest need to be addressed with of Title I funds and programs in coordination with state and local funding.

Integration of Federal, State and Local Agencies include the following:

Civic organizations and local agencies:

- Educational incentives are received from McDonald's, Gate Gas Station, Subway, Community Resources include:

  First District Regional Educational Service Agency
  Department of Family & Children Services
  Screven County Health Department
  Screven County United Way
  Family Connections
  University of Georgia Extension Service
  Hospice
  Local law enforcement agencies
  Private physicians, dentists and hygienists
  Public/private mental health-care providers
  Recreation Department

- The Title I program, State Pre-Kindergarten program, Even Start, Head Start, and Early Intervention programs participate in joint parenting workshops, and the staff for each of the programs, attend seminars, workshops, and conferences together,

when appropriate. The Even Start program provides transportation for parents, when necessary. Childcare will be provided for parenting sessions.

- Title I – Part A (Federal): This money is used to SUPPLEMENT regular funded programming. For the 2009-2010 school year, Title I monies are being used to fund a reading and math teachers, paraprofessional, part-time parent liaison, resources for parent resource room/center, transportation childcare and refreshments for parent meetings, trainings and participation in Even Start or adult education program, to purchase various materials/instructional supplies, and interactive classroom – smart boards, pads, clickers for all classroom. This budget total approximately $ 119,850.00 and is spent in addition to state/local monies.

- Title II – Part A (Federal): This money will be used to provide additional Professional Development activities for staff based on needs as indicated by the professional development survey.

- Professional Learning provides Professional Development activities for staff based on needs as indicated by the professional development survey.

- Title III – English Language Learners (ELL) (Federal): This money is used to provide instruction for ELL students.

- Title IV – Safe and Drug Free Schools: (Consortium with first district RESA) provides drug-free and violence prevention activities such as Red Ribbon Week, and the use of Mendez Curriculum.

- Special Education
  Section 504 — A service developed to guarantee a quality education for students with special needs who do not qualify for other special educational services.
  IDEA — Federal legislation that mandates how special educational programs and services should operate including teachers, funding, supplies, training, etc.

- Media – Books and periodical

- Curriculum and Instruction – Salaries, textbooks, and other instructional supplies materials

- Math and Science Night Grant – Funds for materials and supplies for math/science family night.

9. **Activities for students experiencing difficulties in mastering a standard shall be provided with effective, timely assistance.**

Regular benchmarks are administered to all students to assess their comprehension of the Georgia Performance Standards in each content area. The benchmarks are created by the three administrators using the Georgia Online Assessment System, with the majority of the questions consisting of higher order Depth of Knowledge questions on level 3 and 4. In addition, teachers identify struggling students and make parent contact either with parent conferences or phone calls to discuss options for a plan of action to assist the student. Administrators are also involved in the process, as well.

Teachers take part in periodic training to be able to identify struggling students and determine the best course of action. These training sessions take place in a variety of ways. These include sessions during the regularly schedule Professional Learning Community meetings, grade level meetings, afterschool meetings and during faculty meetings. Information disseminated during these sessions includes, but is not limited to, strategies for formative and summative assessment, employing Classroom Performance Systems (CPS clickers) for quick checks, using benchmark data to assess breakdowns in comprehension, training with system technology director and strategies provided on the Georgia Department of Education website.

Screven County offers a variety of opportunities for students who experience difficulty in learning. An after school tutoring program provides additional assistance for students with difficulty in math and reading. An additional session of tutoring is offer during exploratory periods for those students who were unsuccessful in passing the CRCT in math and/or reading. These sessions are taught by two retired teachers who come in and work with a small group of students once a week. In addition, during the winter break a tutoring session entitled "Focus on Five" is held to help those students who scored borderline on the CRCT in math and reading. The district also has a technology bus equipped with computers and teachers that travels to different parts of the community. Middle School student and parents are allowed to get on the bus and check student grades through Parent Connect and complete homework, as well as receive math or reading tutoring. At the end of each school year, teachers from each content area and grade are asked to identify four of the most difficult concepts for students. This information is presented to the grade level below for teachers to focus on following the CRCT so that students may have additional exposure to the material.

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

Parents will receive written progress reports every four and one-half weeks which will contain numerical grades as well as comments. This report will reflect an assessment that is aligned with the State's content and performance

goals. Parents can request conferences with teachers at any time to discuss student performance. In addition, teachers can request parent conferences to express concerns for student performance. Parents can also log into Parent Connect and monitor their child's grades and communicate with the teacher via email links in parent connect.

11. Provisions for the collection and disaggregation of data

A variety of assessments are used to drive instruction at SCMS. These include CRCT, benchmark exams, and content area assessments. Data are collected and disaggregated by each homeroom teacher and compiled by grade levels. The data will also be disaggregated by gender and race.

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

SCMS will follow the state guidelines to ensure that results are statistically sound.

13. Provisions for public reporting of disaggregated data

Information concerning test results will be sent home with students in a news bulletin. If possible, the results will be reported in the local newspaper. Conferences will be set up with each individual parent to explain test results, if requested. In addition, data charts are posted at the Board of Education office in the public meeting room.

14. Plan developed during a one year period, unless LEA, after considering the recommendation of its technical assistance providers, determine that less time is needed to develop and implement the School wide program.

Screven County Middle School School-wide Plan was developed during 2008 – 2009 as the system plan for upcoming district accreditation in the 2010 school year. The School Improvement Process and the School-wide Planning Time Line below illustrate the required year-long preparation.

School Improvement Process

Late Spring/Early Summer

- System analyzes test data to identify strengths and weaknesses system-wide and at each school.
- Schools analyze test data and other data to identify strengths and weaknesses.
- System use analysis to guide System School Improvement Plan and plan state required Consolidated Application.
- System Strategic Planning aligned to short term and long range planning goals

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, and parents.

Every effort was made to involve constituents from all aspects of the school and community in the writing of this plan. Each member of the committee served as a liaison between the parents and the committee. In the fall of 2008, staff voted to become school-wide and notices of school-wide eligibility were sent home to all parents. Then, a committee was formed of teachers, administrators, parents, Leadership Team and school council members to develop Screven County Middle School Title I School-wide Plan. This committee began meeting on August 13, 2008 to discuss school needs, and CRCT results and intervention during the months of September 2008 – February 2009. Screven County Middle School, with the involvement of parents and community, developed our proposed school wide plan. Teachers and school staff used the following instruments, procedures, or processes to obtain information about our school: School Keys to a Quality Education, CRCT scores, Writing Assessment data, System Equity Plan, Technology Plan, parent surveys, administrator surveys, paraprofessional surveys and teacher surveys.

Administrators and faculty members completed a comprehensive needs assessment entitled "School Keys to a Quality Education". The School Keys are divided into the following five areas: Curriculum (C), Assessment (A), Instruction (I), Leadership (L), and Professional Learning (PL). Each of the areas was further broken down into standards and strands. Each strand was scored in one of the following categories: Not Addressed, Emergent, Operational, or Fully Operational. Leadership team members collaborated with grade level teachers to determine areas of strength and weakness. After in depth assessment on the sixty-one strands, the following strands received the fewest points, resulting in the greatest needs for RES. Administrators, leadership team members, community and parents from RES school council reviewed the results of the needs assessment several times during the past year to determine priorities and develop the plan. RES school council is composed of teachers, administrators, parents, and community leaders. (Screven County Middle Title I committee/planning team members:

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

The Title I School Wide Plan will be discussed at the first PTA meeting of the year, and will be available for viewing/observation during Open House as well as during the entire school year. Annual revisions will be made (at the committee level) based on the evaluations and current data analysis. The information will be available to parents at the central office, in the school's media center, Instructional Supervisor's office, on Screven County's webpage and each teacher

will have a copy. This information will also be posted, and will be sent home by the students in a monthly newsletter.

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.

Screven County Middle has a small percentage of its students qualifying for ELL services. Although only four students qualify we are still served by a part-time ELL teacher. RES has also hired a full time paraprofessional who is fluent in Spanish. This paraprofessional is available to assist at any time needed throughout the school year to interpret and translate materials as needed. County personnel provide the school copies of letters translated into various languages and school plans, policy and compact will be3 translated as needed. The Instructional Supervisor duplicates the necessary letters and distributes to those parents when needed.

18. Plan is subject to the school improvement provisions of section 111

At the time of the development of this plan, Screven County Middle School is not in Needs Improvement. However, this school-wide plan is subject to all school improvement provisions of Section 1116 and if the school does reach school improvement status, the plan will be revised in accordance with all regulations set forth in the section, including the use of supplemental services, corrective action plans, restructuring plans, and state directed contract.