



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education Title I Schoolwide/School Improvement Plan

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: SCMHS	District Name: Seminole	
Principal Name: Mr. Kent Richardson	School Year: 2015-2016	
School Mailing Address: 5582 Highway 39 South Donalsonville, GA 39845		
Telephone: (229) 524-5235		
District Title I Director/Coordinator Name: Mrs. Corene Hamilton		
District Title I Director/Coordinator Mailing Address: 800 Woolfork Av. Donalsonville, GA 39845		
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ESEA WAIVER ACCOUNTABILITY STATUS (Check all boxes that apply and provide additional information if requested.)		
Priority School <input type="checkbox"/>	Focus School XXX	
Title I Alert School <input type="checkbox"/>		
Principal's Signature:		Date:
Title I Director's Signature:		Date:
Superintendent's Signature:		Date:
Revision Date: 7/3/2015	Revision Date:	Revision Date:



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SWP Template Instructions

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



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Planning Committee Members

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Corene Hamilton		Assistant Superintendent
Kent Richardson		Principal
Dr. Cindy Bryant		Assistant Principal/CTAE Director
Tommy Tabb		Assistant Principal
Ella Moore		Instructional Lead Teacher
Natalie Horne		Counselor
Mary Jean Albritton		Teacher
Crystal Milner		Teacher
Dr. Mellanie Poole		Teacher
Stacey Riley		Teacher/Parent



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SWP/SIP Components

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

Response: SCMHS has developed our school-wide plan with the participation of individuals who carry out the comprehensive school-wide/school improvement plan. Those persons involved are administrators, teachers, students, parents, support personnel and staff. These persons were involved through surveys, interviews and stakeholder meetings. The SCMHS School Leadership Team met as a faculty/staff to develop the components for a comprehensive educational plan for our students. The following areas have been addressed:

- Graduation rate
- Attendance
- Highly qualified status of core academic teachers and paraprofessionals
- Academic concerns/targets
- Professional Learning Community (PLC)
- Research-based interventions for all students
- Behavior modification system
- Norms, values, standards, and practices
- Active, sustained involvement of family and community
- Assessment data from previous CRCT, EOCT, CCRPI, Graduation Rate, etc.

These needs have been prioritized and a plan of action has been established, along with expected outcomes. Resources, methods, and data sources have been identified. A comprehensive School Improvement Plan has also been developed in order to address our goals for instruction/student achievement, leadership, school culture, interventions, and stakeholder involvement.

- B. Data from the following sources are used to guide the development of the School Improvement Plan:

- Georgia Milestones EOG/EOC data
- Perkins IV Core Indicator
- End of Pathways Assessments
- SLOs
- PSAT data
- AP data
- CCRPI – Spring 2014 and 2015 data along with CCRPI School Climate Rating



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- Progress reports
- SLDS data
- FLP data
- "Bubble" class data
- Parent survey data
- TKES data
- STAR Reading and Study Island data
- Georgia Work Ready Initiative
- CTAE Pathway promotional materials
- CCRPI Score (2014/2015)
- Disaggregation of data
- Discipline reports
- Attendance reports
- Awareness walks/administrative observations/ peer observations
- Feedback from department, transition, leadership team, and school council meetings
- Teacher/counselor referrals
- Academic transcripts
- Graduation Rate
- Sign in sheets from Open House/ PTO meetings/parent contact and conferences
- School-wide Technology Plan
- PBIS
- Advisor/advisee program
- Collecting, analyzing and using data in all content areas
- Study Island
- Interactive bulletin boards providing exemplars for all subject areas
- Edgenuity

C. SCMHS has taken into account the needs of migrant students. Migrant students are required to complete the Occupational Survey upon registration. Any migrant students are provided instructional support by an ESOL teacher who serves to assist students of other languages as well as act as a liaison between parents, students, and teachers.

D. Current achievement data for both the middle and high school was analyzed to identify the subjects and skills in which teaching and learning need to be improved. Three year trend data will be used to determine areas of growth and areas of decline. Based on final data obtained, other areas of need will be identified, prioritized and addressed during the 2015-2016 school year in order to increase student achievement. Data charts will show increases, decreases, and trends for both schools.



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See Appendix - CCRPI Chart

CCRPI scores for SCMS reflect an increase in the Achievement Points and Challenge Points from 2012 to 2013, but not in Progress Points or Achievement Gap Points. Scores for 2014 show a decrease in all areas, which is an area that the SLT really will need to revisit and determine the root causes of the decline in scores.

SCMHS CCRPI data reflect increases each year in all areas. There is evidence that strategies/actions that are being used are effective.

E. This plan has been based on student data from the 2014-2015 school year including regular education and Students with Disabilities. Current data from 2014 for the middle school and high reflect social studies, science and math as areas that need to be addressed. The School Leadership Team will further analyze the data for the following subgroups and state their findings:

- Students with disabilities
- Ethnicity
- All subgroup
- Economically disadvantaged
- Students with limited English proficiency

SCMS CRCT data for 2012-2014 reflect decreases in reading, ELA, social studies for "All", "White", "SWD" subgroups, with an increase in science for the "All" and "White" subgroup. However, the SWD subgroup shows a decrease in science. The Achievement Gap for SWD students has expanded in all core areas, however, 2013 data does show that SWD students did improve in their performance.

SCHS EOCT data for 2012-2014 reflect that in Biology (2014 data), there was a decrease in the percentage of students passing in the "All" and "SWD" subgroup, while the "White" subgroup remained the same. All three subgroups showed significant gains in Physical Science (2014), 9th Grade Literature/Composition (2014) and American Literature (2014) when compared to 2013 data. In U.S. History, the SWD subgroup data shows an increase, while the "All" and "White" subgroups show a decrease from the previous year.

Changes in math have led to numerous changes and math teachers and the Differentiation Coach are continuously engaged in Professional Learning activities, collaborative planning and subject level meetings to address instruction, assessment, and differentiation and support for students.

F. Review of previous data has helped us reach conclusions regarding achievement or other



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related data. The following areas will be considered:

- Math, science and social studies still remain as targeted areas to address.
- CCRPI data also reflects a decline in the middle school's performance, with the high school CCRPI data remaining more constant.
- Keyboarding needs to be incorporated into the curriculum
- The effectiveness of ISS as a consequence for student behavior
- Utilization of data to plan and differentiate instructions consistently and pervasively
- Co-teaching that is effective and reflects purposeful planning and collaboration
- Pervasiveness and consistent implementation of Universal Design for Learning (UDL) in grades 6-12

SCMS CRCT data for 2012-2014 reflect decreases in reading, ELA, social studies for "All", "White", "SWD" subgroups, with an increase in science for the "All" and "White" subgroup. However, the SWD subgroup shows a decrease in science. The Achievement Gap for SWD students has expanded in all core areas, however, 2013 data does show that SWD students did improve in their performance.

SCHS EOCT data for 2012-2014 reflect that in Biology (2014 data), there was a decrease in the percentage of students passing in the "All" and "SWD" subgroup, while the "White" subgroup remained the same. All three subgroups showed significant gains in Physical Science (2014), 9th Grade Literature/Composition (2014) and American Literature (2014) when compared to 2013 data. In U.S. History, the SWD subgroup data shows an increase, while the "All" and "White" subgroups show a decrease from the previous year.

Changes in math have led to numerous changes and math teachers and the Differentiation Coach are continuously engaged in Professional Learning activities, collaborative planning and subject level meetings to address instruction, assessment, and differentiation and support for students.

SCMHS graduation rate has shown significant gains the past three years. School personnel have been aggressive and persistent in tracking and monitoring students, documenting their enrollments when they withdraw, providing remediation and Credit Recovery for students who are at risk of failing. These actions have proven to be effective strategies in increasing the graduation rate, with SCMHS have the second highest graduation rate for the SWGA RESA District.

G. Goals set for the 2015-2016 school year are based on CCRPI Performance Targets, CRCT/EOCT data for 2012-2014, Georgia Milestones EOG/EOC data when made available, (2015), SLOs data, End of Pathways data, School Climate Rating, and Graduation Rate data. Performance Goals will be finalized when final data is available.

Note: See Short Term Action Plan in Appendix C; pp.1-5



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Advanced Ed Accreditation Improvement Priority (SACS)

Indistar: Planning & Organization Standard 4, 5, 6; Curriculum Planning Standard 3; Assessment Standard 3, 6, Instruction Standard 6, 9; Family and Community Engagement Standard 2; Professional Learning Standard 6; Leadership Standard 3; School Culture Standard 3;

2. Schoolwide reform strategies that:

Response:

School-wide strategies that will address and promote changes to impact student achievement include but are not limited to: UDL, differentiation using data, PBIS, Interactive bulletin boards to model rubrics, checklists, exemplars, Co-teaching approaches, etc.

- Provide opportunities for all children to meet the state’s proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).

Response:

SCMHS will address the needs of all students , particularly the needs of students furthest away from demonstrating proficiency related to the State’s academic content and student achievement standards are by consistently and pervasively doing the following:

Universal Design for Learning (UDL) and Differentiation using student data will be continued for the 2015-2016 school year. Differentiation coaches, RESA SIS and ILT will provide the support teachers need to consistently and continuously demonstrate standards based classroom instructions/assessments, with evidence of UDL and Differentiation using student data documented in weekly lesson plans, and instructional teams (Grades/Departments) engaged in collaborative planning on a continuous basis, including regular and special education teachers.

Implementation of PBIS which is a System-wide initiative, to enhance student behavior and promote a positive school and classroom environment.

Develop a Technology Plan for SCMHS, addressing Keyboarding and other areas of need prior to or during the 2015-2016 school year.

Create and display interactive bulletin boards of exemplars for academic disciplines.

Strengthening the Co-teaching/inclusion instructions through purposeful planning and collaboration.



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Develop and implement a formal advisor/advisee program for grades 6-12.

Advanced Ed Accreditation Improvement Priority (SACS)

Indistar: Curriculum Planning Standard 3; Planning & Organization 4;
Professional Learning Standard 6;

- Use effective methods and instructional strategies that are based on scientifically based research that:
 - strengthen the core academic program in the school.
 - increase the amount and quality of learning time, such as providing and extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum
 - include strategies for meeting the educational needs of historically underserved populations

Response:

SCMHS will use the following methods and instructional strategies that are based on scientifically based research:

- Standards-based instructions
- GoFar
- Co-Teaching
- Depth of Knowledge (DOK)
- TKES/LKES
- Flexible Learning Program (FLP)
- Differentiation Coaches
- Instructional Lead Teacher (ILT)
- Rubrics, Checklist, Exemplars
- Universal Design for Learning (UDL)
- Differentiation using data
- Flexible Learning Program (FLP)
- Scheduling for remediation
- RTI/Progress Monitoring
- Advisor/advisee Program



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- Interactive bulletin boards
- Formal procedure for collecting and analyzing data to align with SWP/SIP in all content areas
- Update and implement a Technology Plan
- Study Island
- Edgenuity or other Research-based Credit Recovery Program
- Researching options to implement 7 period day in 2016-2017

Advanced Ed Accreditation Improvement Priority (SACS)

Indistar: Planning & Organization Standard 4, 5, 6; Curriculum Planning Standard 3; Assessment Standard 3, 6; Instruction Standard 6, 9; Family and Community Engagement Standard 2; Professional Learning Standard 6; Leadership Standard 3; School Culture Standard 3;

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

Response:

- FLP
- Remediation
- Edgenuity
- RTI/Progress monitoring
- Advisor/advisee Program
- Co-teaching using more varied approaches such as Parallel, Alternative, Station-to-Station and Team
- AP, Gifted courses
- Differentiation using student data
- UDL instructions
- Positive Behavioral Intervention Strategies (PBIS)
- Keyboarding
- Study Island



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- Rubrics, Checklists, Exemplars Interactive Bulletin Boards

Advanced Ed Accreditation Improvement Priority (SACS)

Indistar: Planning & Organization Standard 4, 5, 6; Curriculum Planning Standard 3; Assessment Standard 3, 6, Instruction Standard 6, 9; Family and Community Engagement Standard 2; Professional Learning Standard 6; Leadership Standard 3; School Culture Standard 3

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

Response:

The needs of all students, Homeless, 504, Gifted, Migrant, Special Education, and Regular Education students will be discussed and determined if their needs are being successful using Indistar as a tool to progress monitor implementation of the SSWP/SIP, formative and summative assessments, SLO, Georgia Milestones EOG/EOC.

Implementation of an advisor/advisee program, counseling services, RTI progress monitoring, college and career awareness and preparation, vocational or technical education programs will all provide additional data to determine if the needs of students have been met.

Advanced Ed Accreditation Improvement Priority (SACS)

Indistar: Planning & Organization Standard 4, 5, 6; Curriculum Planning Standard 3; Assessment Standard 3, 6, Instruction Standard 6, 9; Family and Community Engagement Standard 2; Professional Learning Standard 6; Leadership Standard 3; School Culture Standard 3

3. Instruction by highly qualified professional staff

Response:

The Seminole County Middle High School makes every attempt to hire, retain and compensate employees commensurate with the skills and abilities to accomplish the purpose and goals for the school. Currently, 100% of SCMHS's teachers and paraprofessional are highly qualified.

Indistar: Leadership Standard 3;

4. In accordance with Section 1119 and subsection (a) (4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.



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Principal, instructional coaches and department chairs recommend and monitor the implementation of a data-driven/job embedded, comprehensive professional learning activities that includes the following designs:

- a. Collaborative planning
- b. Professional Learning Communities
- c. Data analysis in all content areas
- d. Analysis of student work
- e. Demonstration lessons
- f. Peer observations
- g. Teacher conferences with feedback
- h. Awareness walks
- i. Administrative observations
- j. Onsite/Offsite professional learning
- k. Offsite visitations of schools who have 7 periods schedules
- l. UDL – provide additional training
- m. Developing SLOs
- n. TKES
- o. LKES
- p. Differentiation using student data – provide training
- q. Study Island for FLP intervention(s)
- r. MDC
- s. LDC
- t. Co-teaching
- u. 2015 Science STEM Conference – RESA
- v. 2015 Math Conference/Training
- w. Other based on TKES/LKES data

Advanced Ed Accreditation Improvement Priority (SACS)

Indistar Professional Learning Standard 6;

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

Response:

SCMHS will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. (Use HiQ Report and school staff roster. Indicate how certification deficiencies are being addressed.) We have no certification deficiencies at this time. In the event that we have a teacher or paraprofessional who is not highly qualified, SCMHS will provide opportunities for professional development in order for the employee to become highly qualified.

The Human Resources Department in Seminole County verifies and monitors the certification and highly qualified status of our employees. The System conducts an annual needs assessment



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that addresses recruitment of HiQ teachers. A recruitment plan includes but is not limited to the strategies noted below:

- Teachers, paraprofessionals and leaders who meet the definitions of Highly Qualified and who can obtain certification are hired first.
- Alternative routes to certification are pursued and/or expanded.

Title IIA funds may be utilized by the HR Department/designees to attend job fairs and similar events as one strategy in teacher recruitment. These funds may also be used in paying stipends for teachers who might need to pursue the Alternative route to certification.

Indistar: Planning & Organization Standard 4, 5, 6; Curriculum Planning Standard 3; Professional Learning Standard 6; Leadership Standard 3; School Culture Standard 3

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

Response: We have involved parents in the planning, review, and improvement of the comprehensive school-wide program plan by the use of surveys and stakeholder meetings.

B. We focus on the following initiatives to strengthen home-school relationships:

- Cultivation of a family atmosphere; Parent Supper (PTO and other partners) during collaboration, communicating school's goals, programs, information, etc.
- Requiring parents to sign the Home-School Compact form indicating that all parties agree to academic success for the current year;
- Implementation of the school's Parent Involvement Policy to increase parents' awareness of the benefits of parental involvement in school;
- Hosting school-wide workshops on various topics throughout the year;
- Providing opportunities for parents to participate in P.T.O. meetings, student performances, fundraisers, lemonade stands, Field Day, Book Fair, and breakfasts/luncheons, cool treats, and Seminole Singers Musicals, Career Day, Tea with Virginia, Parents/Teachers Community Forum, Family Game Night.
- Utilizing the Parent Involvement Coordinator and school counselor between the community and home to help parents obtain necessary information and resources when needed;
- Collaborating with local businesses to provide rewards and incentives for student accomplishments;
- Continuation of newsletters, progress reports, flyers, web page, student agendas and home-school communication between parents and school;



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- Conduct Parent University prior to new school year, providing workshops on various topics, such as CCGGPS/CCRPI, Testing, Attendance, etc. Parents attending all workshops at Parent University will be eligible for book bags and school supplies for a child.
- Hosting an annual Parent Involvement meeting in September of each school year. Topics covered include: CCGPS, GPS, Title I School-wide, Title I Parent Involvement requirements and 1% funding, testing and grading procedures, etc.
- Conduct an annual survey during the spring to evaluate the Parent Involvement Program.
- Conduct student survey annually before revising compacts.
- The School-wide plan/School Improvement Plan is made available to the LEA, parents and public (website, newspaper, newsletters, resource centers, etc.)
- Celebrate and recognize achievements and accomplishments of students through academic achievement awards and incentives.
- Create a new Parent Involvement webpage that communicates school activities

Indistar: Family and Community Engagement Standard 2; School Culture Standard 3;

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

Response:

Following are our plans for assisting preschool children in the transition from early childhood programs to local elementary school programs include a collaborative partnership with Bright from the Start, the Pre-K Project Director/Pre-K Assistant assist families in viewing the transitioning process from early childhood to elementary school programs. Throughout the year, the Pre-K Assistant and the school administrator work to implement the following activities:

- Vertical meetings between pre-k and kindergarten teachers;
- Campus visits for pre-school children from early childhood programs in the community to tour the school and meet the faculty and staff;
- Parent Orientation Open House to explain the transition process from Pre-K to Kindergarten;
- Opportunities for Pre-K students to learn about the routines and procedures that happen on a daily basis in kindergarten classrooms; and
- Provide support to parents with health documentation requirements.

Transition plans for students entering middle school or high school and entering from private schools plus students entering our school throughout the school year are:



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- The fifth grade teachers work closely with the middle school counselors to provide support in transitioning fifth grade students to the middle school. The middle school holds a fifth grade parent night each spring in order to orientate the parents about the procedures and policies of the middle school.
- The eighth grade teachers work closely with the middle and high school counselors to provide orientation and support in transitioning eighth grade students to the high school.
- The middle school provides a high school tour during eighth grade year prior to high school entry.
- Informational sessions of graduation and grade requirements are provided
- Individual registration sessions with guidance counselors for course selections
- 8th grade students complete two career assessments and Individual Graduation Plan
- Parent/student orientation night for upcoming 6th and 9th graders

Indistar: Family and Community Engagement Standard 2

8. Measures to include teachers in the decisions regarding the use of academic assessments described in Section 1111(b) (3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Response:

To include teachers in the decisions regarding the use of academic assessments to improve student achievement and the instructional program, these things are being done:

- A. Utilization of weekly grade level meetings for all grade level members to monitor instruction and identify research based strategies and interventions to meet the needs of students:
- Utilization of grade level meetings to develop common formative assessments and analyze student work samples;
 - Grade level planning meetings are held to provide teachers with information on assessment results and determine effectiveness of assessments, curriculum and instructions.
 - The School Leadership Team members will review data from CCRPI, School Climate Ratings, Georgia Milestones EOG/EOC, Attendance, and Discipline to address specific target areas.

Indistar: Assessment Standard 1, 3;

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by Section 1111(b)(1) shall be



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provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Response:

- A. SCMHS will be providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Those activities are:
- Flexible needs based groups;
 - Focus on Georgia Performance Standards (GPS) and Common Core Georgia Performance Standards (CCGPS);
 - Response to Intervention (RTI) Systematic process of identifying and monitoring at-risk students;
 - Research-Based Teaching Strategies and Assessments;
 - Parent Workshops to offer information to parents on how to help their children reach their academic potential;
 - Parent University – Summer prior to new school year beginning
- Co-teaching;
 - Volunteers who provide additional support in reading and math.
 - Summer school program to provide remediation/acceleration for targeted at risk Students
 - Parent Portal grants parents access to monitor students grades/attendance

Indistar: School Culture Standard 3; Instruction Standard 6; Assessment Standard 1,3;

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

Throughout the year, teachers will continue to assess student progress using benchmarks in reading and math three times during the year. Based on the results of these screenings, along with grades and assessment data, teachers identify students who are having difficulties. In accordance with the school RTI plan, students are progress monitored on a regular basis and data is kept to measure progress and effectiveness of the strategies being used. The RTI team meets with the parents on a regular basis to ensure that parents are informed and that adjustments are made to the educational plan of the student.

Indistar: Assessment Standard 1, 3;



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

Response:

RESA consultants regularly provide professional development and follow up visits to SCMHS to ensure that teachers and students are receiving necessary assistance.

Job-embedded professional learning opportunities will be offered throughout the year, through book studies, etc. Teachers will participate in upcoming Professional Learning activities as deemed necessary and appropriate based on formal and informal observations, data, needs assessment surveys, and teacher needs based on teaching assignments. Professional learning may take place on campus or offsite.

Indistar: Professional Learning Standard 6;

9c). Teacher-parent conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to the student at the school or in the community.

Teachers are encouraged to make contact with parents throughout the year, scheduling parent conferences to discuss areas of concern relating to their child's academic, behavioral, or emotional needs.

The RTI team meets every 6-9 weeks with parents of students who are having difficulty with skills in reading or math.

The Parent Involvement Coordinator and Parent Mentor make every effort to contact parents and get them involved in the students' educational activities. Teachers, parents and students are encouraged to sign and commit to the Parent/Student/Teacher Compact. Resources that are available during the school day and after school are communicated to parents through newsletters, parent letters, newspaper, etc.

Indistar: Family and Community Engagements 2; Assessment Standard 1,3;
School Culture Standard 3;



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|---|
| 10. Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training |
|---|

Response:

Response: SCMHS will coordinate Title I with federal, state, and locally funded programs including but not limited to:

English Learners Program,
Migrant Education, Early Intervention Program,
Response to Intervention,
School Nutrition, Special Education,
Homeless Liaison,
Family Connections,
Title I
Title IIA
Title VI
IDEA

The coordination of these funds will be used to enhance the overall academic experience for all students in all programs. The coordination at the school level will focus on students who did not meet targeted requirements in math and reading in grades 6-12. The SWD subgroup will be targeted to help increase overall student achievement.

Coordination and integration of federal, state and local funding allocations will be used in the following ways:

- Interventions for at-risk students in math, reading, social studies and science;
- Salaries/benefits for administrators, instructional coaches, teachers, paraprofessionals, substitutes;
- Professional learning for differentiation coaches, administrators, teachers, paraprofessionals;
- Parent engagement resources;
- Technology software programs that are research-based programs and hardware to further engage students in learning while meeting the diverse learning styles of students;
- Instructional materials and resources; coach books, etc.
- Recruitment for highly qualified personnel;
- Alternative certification for obtaining certification to become HiQ teachers;
- Assistive technology for SWD students/teacher identified needs;

Indistar: Planning & Organization Standard 4, 5, 6; Curriculum Planning Standard 3;



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Assessment Standard 3, 6, Instruction Standard 6, 9; Family and Community Engagement Standard 2; Professional Learning Standard 6; Leadership Standard 3; School Culture Standard 3

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

Response:

Assessment results are sent home to parents. Assessment results may be in the form of :

- State mandated standardized and norm referenced test results;
- Mid-term progress reports which are sent home every 4 1/2 weeks; report cards which are sent home every nine weeks;
- RTI meetings every 6-9 weeks;
- Parent/Teacher Conferences;
- Student Agendas weekly;
- Parent Portal; and
- Weekly Newsletters

Indistar : Family and Community Engagement Standard 2; School Culture Standard 3;

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

Response:

The collection and disaggregation of achievement data for students are addressed through the following methods:

- Data is kept on teacher spreadsheets by homeroom teacher and grade level. Data is part of the ongoing progress monitoring process that provides information to teachers as they address student needs;
- State and local benchmarks are administered throughout the school year to monitor student's progress toward mastering grade level Georgia Performance Standards. Test data is utilized to guide teachers in differentiating instruction to meet students' needs.

Indistar: Assessment Standard 1,3;

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

Response:

The school testing coordinator meets with teachers and staff to train on test security and administration in order to ensure that testing results will be representative of student learning.



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Every precaution is taken to ensure that test materials remain secure prior to, during and after the administration of state-mandated tests. Test developers make provisions to ensure that national, state, and other research based assessments are reliable and valid. Tests are administered by certified personnel, who are provided training annually on the State mandated guidelines for test administration. All administration, storage, and coding procedures will be followed to ensure test security and proper administration of the test. Every effort is made by SCES to maintain the integrity of all tests.

Indistar: Planning and Organization Standard 4, 5, 6;

14. Provisions for public reporting of disaggregated data.

Response:

At SCMH, state test data is shared with the community and other stakeholders through letters, newspaper articles, P.T.O. meetings, and the school website. This information also includes the school's CCRPI scores and School Climate Rating data.

Indistar: Family and Community Engagement Standard 2; School Culture Standard 3

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

Response:

SCMH's Title I School-wide plan was developed by the school leadership team, School Council, and the P.T.O. The Title I School-wide plan is reviewed and revised annually by faculty, parents, and administrators. Revisions to the plan are based on continuous improvement goals and data collected throughout the year.

Indistar: Leadership Standard 3; Planning and Organization Standard 4, 5;
Curriculum Standard 3,

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

Response:

The leadership team at SCMH is responsible for leading the implementation of the Title I School-wide plan. The team consists of teachers, administrators, counselors, central office personnel and the RESA SIS. The team is responsible for collecting and examining survey data from various groups to develop annual goals, reviewing diverse sources of data, targeting and



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monitoring at-risk students, identifying strategies to reach these goals and monitoring and evaluating the progress of the goals throughout the year.

Indistar: Planning and Organization Standard 4,5,6; Family and Community Engagement Standard 2;

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

Response:

The Title I School-Wide Plan is made available to parents at the Open House held at the beginning of the school year. The plan can be accessed online at the school's website. In addition, a copy of the plan will be on file with the Federal Programs Director and will be housed in the Parent Resource Center. Stakeholders may obtain a copy of the plan from any school personnel.

Indistar: Planning and Organization Standard 4,5,6; Family and Community Engagement Standard 2;

18. Plan translated, to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language..

Response:

English is the primary language of the majority of the students and parents at SCM. However, if the need arises, the plan will be translated and made available for non-English speaking parents and students upon request. All documents posted to the website are available for translation into other languages.

Indistar: Planning & Organization Standard 4,5,6

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

Response:

Response:

SCM's Title I School-wide Plan is subject to School Improvement Provisions of Section 1116 of NCLB. State academic assessments and other indicators are used to annually review the progress of the school to determine whether adequate yearly progress is being made.

Indistar: Planning & Organization Standard 4, 5, 6; Curriculum Planning Standard 3; Assessment Standard 3, 6, Instruction Standard 6, 9; Family and Community Engagement Standard 2; Professional Learning Standard 6; Leadership Standard 3; School Culture Standard 3;



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Appendices:

SCMHS 2012- 2014 CRCT data; 2012-2014 EOCT data;
Graduation Rate; CCRPI Data and Short Term Action Plan;
pp.22-33



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Appendix C

SCMHS Short Term Action Plan

SCMHS School 45-60 day Action Plan							
Goals	Actions, Strategies, Interventions	Timeline	Person(s) Responsible	Artifacts	Evidences	Progress	Table
Increase % of students in Meets/Exceeds measured by GA Milestones in all subject areas	Provide instructions consistently and pervasively using Standards based classroom strategies, UDL, differentiation using data, Co-teaching, Interactive instructions using technology,	July 2015- May 2016	Administrators, Academic Coach, RESA SIS, Teachers, Paraprofessionals	Lesson Plans, Observation data,	Test data, Surveys from stakeholders, TKES data,		
Increase the percentage of students missing less than 6 days of school	Notification to parents of students who are habitually absent	July 2015- May 2016	Administrators, Teachers	Attendance reports	School Climate Rating,		
Increase the percentage of students achieving Lexile Targets with 925 being the target in 6 th grade and 1185 being the target in 8 th grade; and 1050-1385 in grades 9-11.	Teachers will review Lexile data for each student, providing multiple opportunities for students to improve Lexile scores through AR reading and other trade books that are provided for supplementary reading activities.	July 2015- May 2016	Administrators, Teachers; Academic Coach	Lexile scores Reading logs AR Reports	Georgia Milestones Lexile data		
Improve attendance	Check attendance rates for group	July	Administrators	Attendance	School		

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rate for teachers, administrators, and staff	members, communicate to individuals who have high rates of absences	2015- May 2016		Reports	Climate rating		
Graduation rates for 2015-2016 will increase to 87.5% based on the 4 Year Cohort Graduation Performance Target:	Track students who entered 9 th grade during 2012-2013 school year, identifying those on track for graduation, those who are in jeopardy of graduating in Spring 2016, (regular and SWD students), and those who withdrew.	July 2015- May 2016	Counselors Technology Technician Administrators Teachers	Roster of students	Graduation data 2016 CCRPI Reports		
Seminole County High School will increase achievement scores by 2% in all core academic subjects and CTAE scores which have Milestone or SLO achievement tests for all students and for all subgroups in grades 9-12 each year through SY2017 using target score guidelines from Georgia Milestones and GDOE CCRPI Targets.	UDL Differentiation using data Co-teaching (Varied approaches) Standards-based classroom instructions DOK Interventions – FLP & Bubble Credit Recovery Collaboration among teachers by grade levels and subject areas RTI remediation/support	July 2015- May 2016	Administrators Teachers Differentiation Coaches Instructional Lead Teacher	Lesson Plans TKES data FLP schedule RTI progress monitoring Agenda and minutes from collaborative planning RTI Progress monitoring reports	Report Cards Progress Reports Georgia Milestones EOG/EOC CCRPI Reports		



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<p>Seminole County Middle School will increase achievement scores by 2% in Reading, Mathematics, Social Studies, Science and English for all students and for all subgroups in grades 6-8 each year through SY2017 using target score guidelines from Georgia Milestones and GADOE CCRPI Target</p>	<p>UDL Differentiation using data Co-teaching (Varied approaches) Standards-based classroom instructions DOK Interventions – FLP & Bubble Credit Recovery Collaboration among teachers by grade levels and subject areas RTI remediation/support</p>	<p>July 2015- May 2016</p>	<p>Administrators Teachers Differentiation Coaches Instructional Lead Teacher</p>	<p>Lesson Plans TKES data FLP schedule RTI progress monitoring Agenda and minutes from collaborative planning RTI Progress monitoring reports</p>	<p>Report Cards Progress Reports Georgia Milestones EOG/EOC CCRPI Reports</p>		
<p>Improve Student Climate Rating by collecting data on the percentage of respondents to the school climate perception surveys</p>	<p>Sign off form for teachers indicating they have responded to required surveys, 75% respondents needed to earn points.</p>	<p>July 2015- May 2016</p>	<p>Administrators</p>	<p>Sign off form</p>	<p>School Climate Rating</p>		
<p>The percentage of CTAE Pathway completers passing End of Pathway Assessments for the school year 2015-2016 will be 66 % or</p>	<p>Recruit students to participate in CTAE Pathway program</p>	<p>July 2015</p>	<p>CTAE Director CTAE teachers Administrators</p>	<p>Schedule and roster of students</p>	<p>Roster of students earning CTAE Pathway Completion</p>		

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<p>higher as required for Perkins IV Core Indicators for Perkins IV regulations and funding.</p>					<p>Certificates</p>		
<p>The percentage of non-traditional students in CTAE areas (Agriculture Mechanics and Nursing) that lead to nontraditional career fields the school year 2015-2016 will be as follows:</p> <p>Participants increase to 37%</p> <p>Completers increase to 48%</p>	<p>Recruit students to enroll in CTAE Agriculture, Mechanics and Nursing</p>	<p>July 2015- May 2016</p>	<p>Counselors CTAE Director CTAE Teachers</p>	<p>FTE for students enrolled in non-traditional courses</p>	<p>End of year Reports</p>		



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Seminole County Middle High School EOCT Data 2014			
Math II	2012	2013	2014
All	54%	59%	35%
SWD	23%	27%	9%
Gap			26%
2014 EOCT Results			
Subject Seminole Miller Early Decatur			
Math I	2012	2013	2014
All	65%	37%	40%
SWD	27%	9%	10%
Gap			30%
US History 88 68 76 80			
Phys. Sci. 87 88 80 88			
Co. Alg. 68 62 66 62			
9th Lit/Co	2012	2013	2014
All	84%	85%	88%
SWD	48%	52%	54%
Gap			34%
Biology 79 77 76 78			
Ameri. Lit. 87 82 83 82			
Am. Lit/cc	2012	2013	2014
All	89%	90%	93%
SWD	58%	60%	63%
Gap			30%
Ana. Geom. 65 62 64 63			
9th Lit/Comp.88 84 79 82			
US History	2012	2013	2014
All	69%	73%	73%
SWD	36%	40%	41%
Gap			32%
Biology	2012	2013	2014
All	73%	75%	75%
SWD	38%	40%	40%
Gap			35%
Phy. Sci	2012	2013	2014
All	78%	83%	85%
SWD	46%	54%	56%
Gap			29%
Econ	2012	2013	2014
All	74%	77%	78%
SWD	42%	43%	43%
Gap			35%
Coor Alg	2012	2013	2014
All			40%
SWD			10%
Gap			30%



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SEMINOLE COUNTY Middle CRCT DATA

	Reading				English				Math			
	2011	2012	2013	2014	2011	2012	2013	2014	2011	2012	2013	2014
All	91%	94%	95%	93%	93%	95%	92%	90%	84%	83%	87%	82%
White	97%	98%	97%	96%	96%	98%	95%	94%	90%	91%	96%	87%
SWD	54%	61%	74%	52%	61%	66%	65%	52%	54%	46%	56%	29%
+ - GAP	43%	37%	23%	44%	35%	32%	30%	42%	44%	45%	40%	58%

	Science				Social St.			
	2011	2012	2013	2014	2011	2012	2013	2014
All	71%	73%	70%	72%	55%	63%	74%	69%
White	85%	88%	88%	89%	66%	80%	84%	82%
SWD	44%	39%	41%	25%	32%	26%	32%	29%
+ - GAP	41%	49%	47%	64%	34%	54%	52%	53%



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Addendum 2a

Seminole County High EOCT Data Analysis from SLDS

	Biology				Phy. Sc				Math I				CCGPS C Alg				9 th Lit/Comp			
	2011	2012	2013	2014	2011	2012	2013	2014	2011	2012	2013	2014	2011	2012	2013	2014	2011	2012	2013	2014
All	64%	75%	76%	73%	80%	73%	76%	82%	74%	63%	-		-	-	32%	40%	85%	84%	76%	94%
White	81%	91%	95%	95%	95%	84%	85%	94%	78%	81%	-		-	-	44%	58%	97%	91%	83%	95%
SWD	71%	15%	61%	13%	46%	44%	18%	57%	0	24%	-		-	-	0%	0%	45%	50%	9%	50%
GAP +-	10%	76%	34%	82%	49%	40%	67%	37%	78%	57%	-		-	-	44%	58%	52%	41%	74%	45%

U S History

American Lit/Comp

	2011	2012	2013	2014	2011	2012	2013	2014
All	84%	75%	81%	77%	90%	88%	96%	97%
White	98%	88%	90%	82%	100%	100%	98%	96%
SWD	33%	55%	38%	72%	50%	50%	75%	75%
GAP +-	65%	33%	52%	5%	50%	50%	23%	21%

Math II

Economics

Analytical Geometry

	2011	2012	2013	2014	2011	2012	2013	2014		2011	2012	2013	2014
All	82%	84%	66%		65%	74%	Fall 75%		All				42%
White	95%	88%	79%		90%	93%			White				42%
SWD	50%	40%	33%		0%	25%			SWD				0%



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SCMS CRCT data for 2012-2014 reflect decreases in reading, ELA, social studies for “All”, “White”, “SWD” subgroups, with an increase in science for the “All” and “White” subgroup. However, the SWD subgroup shows a decrease in science. The Achievement Gap for SWD students has expanded in all core areas, however, 2013 data does show that SWD students did improve in their performance.

SCHS EOCT data for 2012-2014 reflect that in Biology (2014 data), there was a decrease in the percentage of students passing in the “All” and “SWD” subgroup, while the “White” subgroup remained the same. All three subgroups showed significant gains in Physical Science (2014), 9th Grade Literature/Composition (2014) and American Literature (2014) when compared to 2013 data. In U.S. History, the SWD subgroup data shows an increase, while the “All” and “White” subgroups show a decrease from the previous year.

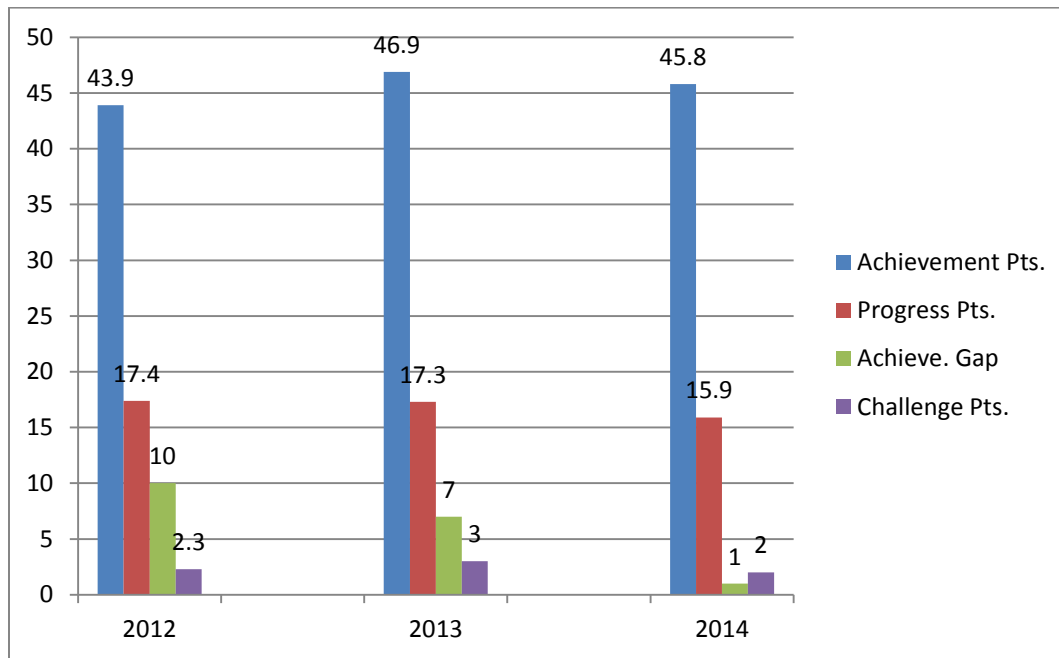
Changes in math have led to numerous changes and math teachers and the Differentiation Coach are continuously engaged in Professional Learning activities, collaborative planning and subject level meetings to address instruction, assessment, and differentiation and support for students.



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SCMS CCRPI Data



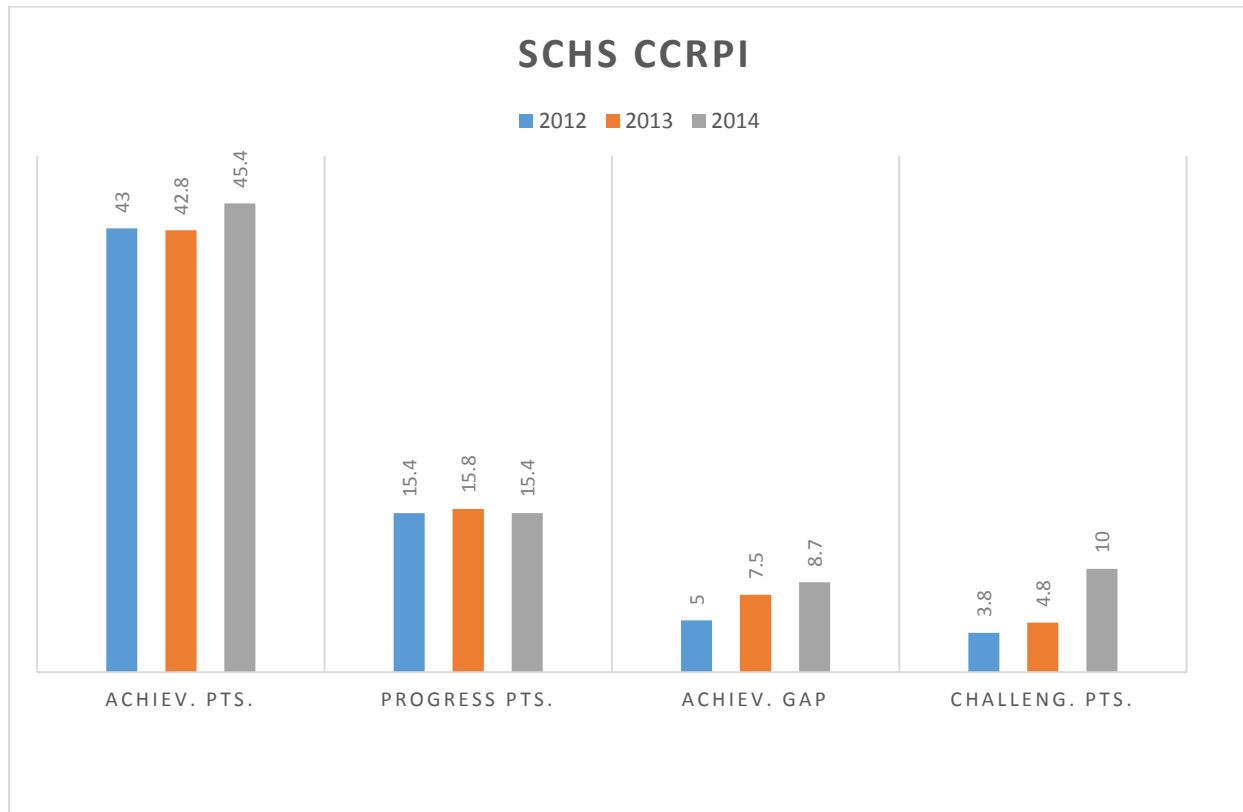
CCRPI scores for SCMS reflect an increase in the Achievement Points and Challenge Points from 2012 to 2013, but not in Progress Points or Achievement Gap Points. Scores for 2014 show a decrease in all areas, which is an area that the SLT really will need to revisit and determine the root causes of the decline in scores.



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SCHS CCRPI Data



SCMHS CCRPI data reflect increases each year in all areas. There is evidence that strategies/actions that are being used are effective.



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Graduation Data

2012	2013	2014	2015
72.4	77.9	85.7	

SCMHS graduation rate has shown significant gains the past three years. School personnel have been aggressive and persistent in tracking and monitoring students, documenting their enrollments when they withdraw, providing remediation and Credit Recovery for students who are at risk of failing. These actions have proven to be effective strategies in increasing the graduation rate, with SCMHS have the second highest graduation rate for the SWGA RESA District.