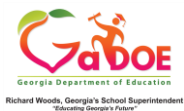


**Georgia Department of Education
Title I Schoolwide/School Improvement Plan**

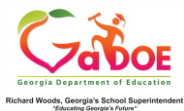
SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: Cedar Grove Middle		District Name: DeKalb County
Principal Name: Dr. Candace Y. Alexander		School Year: 2015-2016
School Mailing Address: 2300 Wildcat Road, Decatur, GA. 30034		
Telephone: 678-874-4202		
District Title I Director/Coordinator Name: Brenda Y. Williams		
District Title I Director/Coordinator Mailing Address: 1701 Mountain Industrial Blvd Stone Mountain, GA 30083		
Email Address: brenda_y_williams@dekalbschoolsga.org		
Telephone: 678-676-0312		
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"/>		
Principal's Signature:		Date:
Title I Director's Signature:		Date:
Superintendent's Signature:		Date:
Revision Date:	Revision Date:	Revision Date:



Georgia Department of Education
Title I Schoolwide/School Improvement Plan

SWP Template Instructions

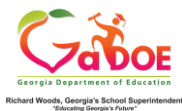
- All components of a Title I Schoolwide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists, all components/elements marked as “Not Met” need additional development.
- Please add your planning committee members on the next page.
- The first ten components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



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

Planning Committee Members (parents must participate)

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Dr. Candace Alexander		Principal
Dr. Shelton Bernard		Assistant Principal of Instruction and Grade 6
Mr. Overton Wright		Assistant Principal Grade 7
Mrs. Patricia Wells		Assistant Principal Grade 8
Ms. LaNekia Pruitt		Head Counselor
Mr. Anthony Cook		English / Language Arts Department Chair
Ms. LaShonda English		Math Department Chair
Mrs. Vanessa Hartsfield		Science Department Chair
Mr. Bruce Windom		Social Studies Department Chair
Ms. Adesina Scott		Physical Education, Department Chair
Mr. Daryl Ogletree		Connections Department Chair
Ms. Savannah Cassanova		Special Education Department Chair
Ms. Celeste Hentz		Academic Coach ELA/Social Studies
Ms. Imani Shakur		Instructional Support Specialist
Ms. Octavia Freeman		Academic Coach Science/Math
Ms. Brenda Williams		Title I Coordinator
Ms. Lisa Lee		Parent
Ms. Chekesha Johnson		Parent
Ms. Elliott		Parent
Ms. Precious Lay		Parent
Jaylan Elliott		Student
Chad Johnson		Student



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

SWP/SIP Components

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

Response:

- A. We have developed our school wide plan with the participation of individuals who will carry out the comprehensive school wide/school improvement program plan. Those persons involved were . . . The ways they were involved include . . .
Those persons involved were Dr. Candace Alexander, Principal, Mrs. Patricia Wells, Assistant Principal, Dr. Shelton Bernard, Assistant Principal, Mr. Overton Wright, Assistant Principal, Ms. Celeste Hentz, Academic Coach for ELA/Social Studies, Ms. LaNekia Pruitt, Head Counselor, Mr. Anthony Cook, Reading/ELA Chair, Mrs. Vanessa Hartsfield, Science Chair, Dr. Carol Kellyman, LTSE, Mrs. Imani Shakur, Instructional Support Specialist, Ms. Savannah Cassanova, Department Chair Special Education, Ms. Adesina Scott, Health Physical Education Department Chair, Mr. Daryl Ogletree, Connections Department Chair, Mr. Bruce Windom, Social Studies Department Chair, Ms. Octavia Freeman, Academic Data Coach for Math and Science, Ms. Chekesha Johnson, PTSA President, Myeka Reese, PTSA Treasure, _____, Parent Outreach Liaison, Ms. Sandy Peterson, Parent, Natasha Moore, Parent, and Precious Lay, Parent.

The ways Leadership Team Members were involved:

- a) Manage data and presents findings (disaggregated by ethnicity and program) to teachers weekly to track each subgroup's progress toward proficiency
- b) Analyze data and student work to plan instruction and identify students learning needs
- c) Use data to identify school-wide professional development needs in content or pedagogy, to select teams to participate in professional learning opportunities and to identify professional learning courses of study
- d) Establish school-wide initiatives for student engagement
- e) Post data publicly and in a timely manner in Data Room
- f) Assesses and evaluates data to ensure that students are meeting the academic standards. The leadership team collected assessment data (Renaissance Learning-STAR) and analyzed the data by grade level and student groups

Research indicates that there is evidence that improvement in the following areas significantly impacts student academic achievement in schools similar to Cedar Grove's population:

- **Achievement Math; Lexile (Reading)**
- **School Climate /Reduce Student Suspension Rate**
- **Attendance Rate of 99% or above**
- **Closing the Achievement Gap**

- B. We have used the following instruments, procedures, or processes to obtain this information . . .

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

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).

- a. Benchmark data to track each student's progress toward proficiency
- b. STAR (Universal Screening) to plan instruction for each student
- c. Longitudinal Data System (SLDS) to check alignment among standards, curriculum, instruction, and assessments
- d. Teacher Keyes (TKES) and Leader Keyes (LKES) to plan teachers' and the principal collective learning
- e. Teachers use TKES to hold themselves accountable for students' achieving proficiency and for closing the achievement gap between sub-groups
- f. District Wide Surveys are used to assess health of school climate and culture

Georgia Milestones, ITBS, EOCT, and Benchmarks to serve as guides for academic instruction.

C. We have taken into account the needs of migrant children:
There are currently no migrant students enrolled at Cedar Grove Middle School. However, we have taken into account the needs of migrant children and our Counseling Dept. will immediately identify and encode them in our student information system and provide them with educational support if necessary.

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

We have reflected current achievement data that will help the school understand the subjects and skills in which teaching and learning need to improve. For example, student performance data in the content area of Reading and English Language Arts reflects a one percent increase on the CRCT (meet and exceed targets) from SY2012-2013 to SY13-14.

CRCT	Reading			English		
Performance	2014	2014	2013	2012	2013	2012
Meets	68%	67%	68%	70%	70%	74%
Exceeds	21%	17%	13%	14%	18%	14%
Total	89%	84%	81%	84%	88%	88%

Georgia Department of Education
Title I Schoolwide/School Improvement Plan

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).

Grade 6: Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Strategy: Annotating (sticky notes, highlighting)

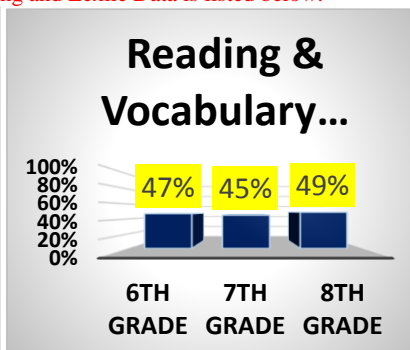
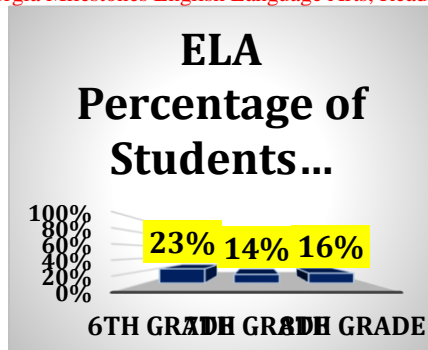
Grade 7: Key Ideas and Details: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Strategy: Annotating (sticky notes, highlighting)

Strategy: Close Reading

Grade 8: Key Ideas and Details: Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

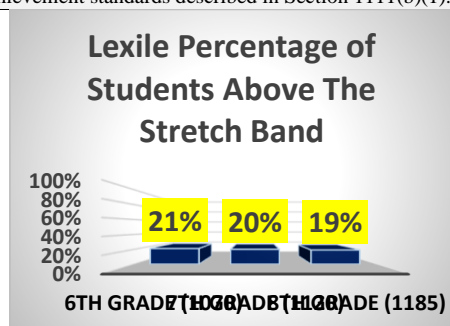
Georgia Milestones English Language Arts, Reading and Lexile Data is listed below.



Georgia Department of Education

Title I Schoolwide/School Improvement Plan

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).



Our strategies include:

Monitoring the implementation of D.E.A.R

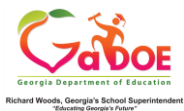
Content Specific information for D.E.A.R

SAINTS READ Program (Recognition Wall for books read).

STAR Reading Percent Tested		RESULTS										
6 th	85%	Of the 209 students tested: <table><tr><th>Cut Score Category</th><th>Student Totals</th></tr><tr><td> At/Above Benchmark</td><td>55 students (27%)</td></tr><tr><td> On Watch</td><td>26 students (12%)</td></tr><tr><td> Intervention</td><td>55 students (26%)</td></tr><tr><td> Urgent Intervention</td><td>73 students (35%)</td></tr></table>	Cut Score Category	Student Totals	At/Above Benchmark	55 students (27%)	On Watch	26 students (12%)	Intervention	55 students (26%)	Urgent Intervention	73 students (35%)
Cut Score Category	Student Totals											
At/Above Benchmark	55 students (27%)											
On Watch	26 students (12%)											
Intervention	55 students (26%)											
Urgent Intervention	73 students (35%)											
7 th	87%	Of the 210 students tested: <table><tr><th>Cut Score Category</th><th>Student Totals</th></tr><tr><td> At/Above Benchmark</td><td>52 students (25%)</td></tr><tr><td> On Watch</td><td>41 students (20%)</td></tr><tr><td> Intervention</td><td>47 students (22%)</td></tr><tr><td> Urgent Intervention</td><td>70 students (33%)</td></tr></table>	Cut Score Category	Student Totals	At/Above Benchmark	52 students (25%)	On Watch	41 students (20%)	Intervention	47 students (22%)	Urgent Intervention	70 students (33%)
Cut Score Category	Student Totals											
At/Above Benchmark	52 students (25%)											
On Watch	41 students (20%)											
Intervention	47 students (22%)											
Urgent Intervention	70 students (33%)											
8 th	95%	Of the 268 students tested: <table><tr><th>Cut Score Category</th><th>Student Totals</th></tr><tr><td> At/Above Benchmark</td><td>59 students (22%)</td></tr><tr><td> On Watch</td><td>42 students (16%)</td></tr><tr><td> Intervention</td><td>65 students (24%)</td></tr><tr><td> Urgent Intervention</td><td>102 students (38%)</td></tr></table>	Cut Score Category	Student Totals	At/Above Benchmark	59 students (22%)	On Watch	42 students (16%)	Intervention	65 students (24%)	Urgent Intervention	102 students (38%)
Cut Score Category	Student Totals											
At/Above Benchmark	59 students (22%)											
On Watch	42 students (16%)											
Intervention	65 students (24%)											
Urgent Intervention	102 students (38%)											

Additionally, student performance data in Mathematics for SY12-13 to SY 13-14 reflects that an average of 60% of students in grades 6, 7, and 8 who met or exceeded the standards. Therefore, materials, strategies and other resources will be needed in order to maintain and/or close the academic achievement gaps.

Performance	Math
-------------	------



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

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).

	2014	2013	2012
Meets	49%	51%	52%
Exceeds	6%	7%	8%
Total	55%	58%	60%

MATH ACHIEVEMENT

Responses: According to the Star Math Data, the needs will be address across all grade levels: academic vocabulary, numbers and operations, algebra, geometry, and data analysis and probability. These needs will be addressed using daily vocabulary, after school tutorial and ELT focused lesson plans concentrating on math operations.

MATH

Strategies to Increase Lexile:

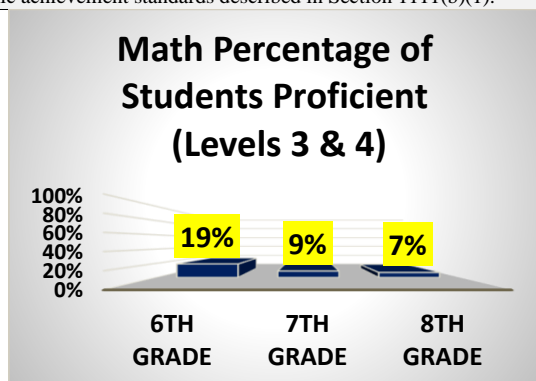
1. Vocabulary Strategy: Each math classroom will utilize the Frayer Model to learn math vocabulary. The Frayer Model will assist students in providing justifications for their solutions when answering open-ended questions.
2. Read Aloud/Independent Reading: Each math teacher will allot ten minutes per class period for read alouds and independent reading.
3. Continue to utilize Carnegie Learning Series which encourages students to persevere through rigorous word problems.

Georgia Milestones Math data is listed below.

Georgia Department of Education

 Title I Schoolwide/School Improvement Plan

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).



Our plan for improvement includes:

STAR Math Percent Tested		RESULTS										
6 th	85%	Of the 209 students tested: <table><tr><th>Cut Score Category</th><th>Student Totals</th></tr><tr><td> At/Above Benchmark</td><td>59 students (28%)</td></tr><tr><td> On Watch</td><td>46 students (22%)</td></tr><tr><td> Intervention</td><td>44 students (21%)</td></tr><tr><td> Urgent Intervention</td><td>60 students (29%)</td></tr></table>	Cut Score Category	Student Totals	At/Above Benchmark	59 students (28%)	On Watch	46 students (22%)	Intervention	44 students (21%)	Urgent Intervention	60 students (29%)
Cut Score Category	Student Totals											
At/Above Benchmark	59 students (28%)											
On Watch	46 students (22%)											
Intervention	44 students (21%)											
Urgent Intervention	60 students (29%)											
7 th	89%	Of the 215 students tested: <table><tr><th>Cut Score Category</th><th>Student Totals</th></tr><tr><td> At/Above Benchmark</td><td>77 students (36%)</td></tr><tr><td> On Watch</td><td>32 students (15%)</td></tr><tr><td> Intervention</td><td>41 students (19%)</td></tr><tr><td> Urgent Intervention</td><td>65 students (30%)</td></tr></table>	Cut Score Category	Student Totals	At/Above Benchmark	77 students (36%)	On Watch	32 students (15%)	Intervention	41 students (19%)	Urgent Intervention	65 students (30%)
Cut Score Category	Student Totals											
At/Above Benchmark	77 students (36%)											
On Watch	32 students (15%)											
Intervention	41 students (19%)											
Urgent Intervention	65 students (30%)											
8 th	94%	Of the 265 students tested: <table><tr><th>Cut Score Category</th><th>Student Totals</th></tr><tr><td> At/Above Benchmark</td><td>85 students (32%)</td></tr><tr><td> On Watch</td><td>42 students (16%)</td></tr><tr><td> Intervention</td><td>83 students (31%)</td></tr><tr><td> Urgent Intervention</td><td>55 students (21%)</td></tr></table>	Cut Score Category	Student Totals	At/Above Benchmark	85 students (32%)	On Watch	42 students (16%)	Intervention	83 students (31%)	Urgent Intervention	55 students (21%)
Cut Score Category	Student Totals											
At/Above Benchmark	85 students (32%)											
On Watch	42 students (16%)											
Intervention	83 students (31%)											
Urgent Intervention	55 students (21%)											

Based on the 2013-14 CRCT data analysis and the Renaissance Learning (Star Assessment), the school will place high emphasis on addressing the students' skills in Social Studies and Science. Additionally, math will continue to be a focus due to the challenges that students demonstrated on the CRCT, District Benchmarks, ITBS and EOCT. Some challenges include teaching and learning of basic math skills, which are academically aligned with state standards and local school curriculum.

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

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).

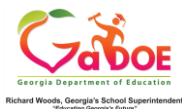
Teachers will provide specialized instruction to students in a General Education and Special Education instructional settings.

CRCT	Reading			ELA			Math		
Performance	2014	2013	2012	2014	2013	2012	2014	2013	2012
Meets	68%	70%	74%	67%	68%	70%	49%	51%	52%
Exceeds	21%	18%	14%	17%	13%	14%	6%	7%	8%
Total	89%	88%	88%	84%	81%	84%	55%	58%	60%

CRCT	Science			Social Studies		
Performance	2014	2013	2012	2014	2013	2012
Meets	41%	39%	31%	38%	37%	41%
Exceeds	9%	7%	0%	4%	6%	5%
Total	50%	46%	31%	42%	43%	46%

The teaching models will provide students with more stability and continuity, increase opportunities to create higher-quality classroom instruction that is aligned with district efforts to help **all** students meet and exceed standards. Additionally, the leadership team will continue to develop deepened partnerships with parents, students, and all stakeholders of the CGMS community. Students, parents, teachers, paraprofessionals, principals, partners and all others are expected to collaborate in an awareness of these gaps. The CGMS not only believe that these gaps can be closed but has a personal commitment to closing them.

- E. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards and the State student academic achievement standard including
 - Economically disadvantaged students currently in the 90th percentile
 - Students from major racial and ethnic groups 98 percent African Americans
 - Students with disabilities currently 11 percent of our student population
 - Students with limited English proficiency is 1 percent of our population
- Teachers will keep track of each students' learning and share their progress with them regularly.
- Teachers will continue to use GOFAR to access students' assessment to track patterns in their students' performance and modify their instruction in response.
- Teachers will use data to determine the specific content or pedagogical focus of their Students as well as themselves.
- Teachers will have help in the classroom from other teachers or trained paraprofessional to give students more individualized attention.
- For the Students with Disabilities (SWD), each student identified with 2 or more grade levels reading deficits will have 3 days of (uninterrupted) block of at least 90 minutes for specially designed Reading Program to address deficit in reading.
- Teachers will give individualized time to each student every week.



Georgia Department of Education

Title I Schoolwide/School Improvement Plan

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).

- Every core classroom will have a classroom library and instructional materials and equipment.
- The school schedule will maximize instructional time for core subjects and increase the number of professionals in each classroom.
- Teachers will use GOFAR, Star, SLDS to improve instruction, provide targeted individualized student assistance and maximize academic achievement.

Attendance Data

- The school schedule will maximize instructional time for core subjects and increase the number of professionals in each classroom.
School staff will use all contractual time for professional development. With few

Grade	2014-2015 Excused			2014-2015 Unexcused		
6 th	6 days – 9	10 days – 6	+15 – 7	6 days -19	10 days - 5	+15 – 2
7 th	6 days – 20	10 days – 13	+15 – 9	6 days -13	10 days -3	+15 – 1
8 th	6 days - 15	10 days - 21	+15 – 22	6 days - 14	10 days - 1	+15 – 5
Grade	2015-2016 Excused			2015-2016 Unexcused		
6 th	6 days –	10 days –	+15 –	6 days -19	10 days -	+15 –
7 th	6 days –	10 days –	+15 –	6 days -13	10 days -	+15 –
8 th	6 days -	10 days -	+15 –	6 days - 14	10 days -	+15 –

exceptions, teachers will not be pulled from school for off-site professional development.

- Teachers will use GOFAR, Star, SLDS and other technology to improve instruction, provide targeted individualized student assistance, and maximize academic achievement.
g. The data has helped us reach conclusions regarding achievement or other related data.

School Climate /Reduce Referrals that Result in Out of School Suspension Rate

DeKalb County School District has an estimated 6.41% recorded disciplinary infraction rate in 2014-2015 school year. Region 5 accounted for an estimated 13.03% of DeKalb County for disciplinary infractions. Cedar Grove made up 10.90% of the recorded middle school infraction in Region 5 for the 2014-2015 school year.

For the 1st Semester at CGMS 2014-2015 school year we had a total of 852 recorded disciplinary infractions. The top five infractions totaled for CGMS are Dress code Violations, Student Incivility Disrespect, Disorderly Conduct to include fighting, Student Insubordination and Attendance Related Violations.

Georgia Department of Education

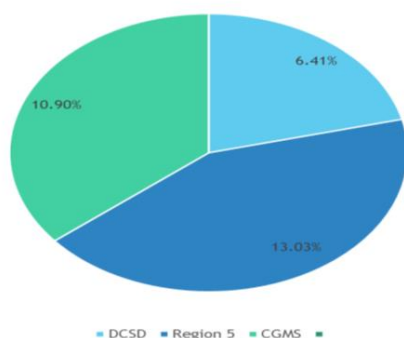
Title I Schoolwide/School Improvement Plan

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).

For the 2nd Semester at CGMS 2014-2015 school year there was a total of 1543 infractions. This is a total estimated to the value of 500 students creating these infractions with 61 students being a part of the special education program.

In the 2013-2014 school year, CGMS had a total of 1,088 disciplinary infractions recorded.

DeKalb County School District
Disciplinary Infractions

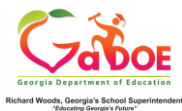


In an effort to reduce the number of referrals that result in out-of-school suspension, we will utilize the Discipline Documentation Plan which outlines progressive discipline steps for students. This process includes submittal of the Documentation Plan along with a narrative describing the event to an administrator. We will continue with our Student Support Specialist and the Saving Out Saints (S.O.S) program to assist students in decision making.

English Language Arts

(How did you get in this situation? What are some causes?)

- i. Based on our 2013 CRCT Test Scores our major strengths in our Reading/ELA programs were Information and Media Literacy/Reading Skills, Vocabulary Acquisition, Grammar and Sentence Construction
- ii. The major needs we discovered were Reading Comprehension.
- iii. The needs will be addressed by using Universal Screener to develop an individual education plan for the students.



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

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).

- iv. The specific academic needs of those students are to be addressed in the school-wide program plan which will focus on increasing reading comprehension.
- v. The root cause(s) that we discovered were data analysis at the domain level (Text Complexity). The data has helped us reach conclusions regarding achievement or other related data.

ELA Action Plan

- Implement school-wide Thinking Maps to answer guiding questions that are related to a specific thought process to produce a range of writing genres for various text structures.
- Use formative assessments via Georgia GOFAR.
- Implement “Stop, Drop, and Think” and “Stop, Drop, and Write” to focus on the writing process and constructive response.
- Implement school-wide “Word of the Day” to increase academic vocabulary/vocabulary acquisition.
- Teachers will increase the amount of constructed response items and writings in response to text throughout instruction learning activities as well as incorporate at one CRA item on assessments.
- Implement Reading Tools Course for targeted students who scored below grade level expectations on the CRCT
- Increase Independent Reading to improve literacy and Lexile scores.

Departmental Plan to Increase Student Lexile

ELA Strategies Used to Address Specific Domains/Standards Students Are Demonstrating Weaknesses:

Grade 6: Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Strategy: Annotating (sticky notes, highlighting)

Grade 7: Key Ideas and Details: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Strategy: Annotating (sticky notes, highlighting)





































Strategy: Close Reading

Grade 8: Key Ideas and Details: Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

Strategy: Document Based Questions

Georgia Department of Education
Title I Schoolwide/School Improvement Plan

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).

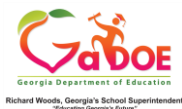
	STAR Reading Percent Tested	RESULTS										
6 th	85%	Of the 209 students tested: <table><tr><th>Cut Score Category</th><th>Student Totals</th></tr><tr><td> At/Above Benchmark</td><td>55 students (27%)</td></tr><tr><td> On Watch</td><td>26 students (12%)</td></tr><tr><td> Intervention</td><td>55 students (26%)</td></tr><tr><td> Urgent Intervention</td><td>73 students (35%)</td></tr></table>	Cut Score Category	Student Totals	 At/Above Benchmark	55 students (27%)	 On Watch	26 students (12%)	 Intervention	55 students (26%)	 Urgent Intervention	73 students (35%)
Cut Score Category	Student Totals											
 At/Above Benchmark	55 students (27%)											
 On Watch	26 students (12%)											
 Intervention	55 students (26%)											
 Urgent Intervention	73 students (35%)											
7 th	87%	Of the 210 students tested: <table><tr><th>Cut Score Category</th><th>Student Totals</th></tr><tr><td> At/Above Benchmark</td><td>52 students (25%)</td></tr><tr><td> On Watch</td><td>41 students (20%)</td></tr><tr><td> Intervention</td><td>47 students (22%)</td></tr><tr><td> Urgent Intervention</td><td>70 students (33%)</td></tr></table>	Cut Score Category	Student Totals	 At/Above Benchmark	52 students (25%)	 On Watch	41 students (20%)	 Intervention	47 students (22%)	 Urgent Intervention	70 students (33%)
Cut Score Category	Student Totals											
 At/Above Benchmark	52 students (25%)											
 On Watch	41 students (20%)											
 Intervention	47 students (22%)											
 Urgent Intervention	70 students (33%)											
8 th	95%	Of the 268 students tested: <table><tr><th>Cut Score Category</th><th>Student Totals</th></tr><tr><td> At/Above Benchmark</td><td>59 students (22%)</td></tr><tr><td> On Watch</td><td>42 students (16%)</td></tr><tr><td> Intervention</td><td>65 students (24%)</td></tr><tr><td> Urgent Intervention</td><td>102 students (38%)</td></tr></table>	Cut Score Category	Student Totals	 At/Above Benchmark	59 students (22%)	 On Watch	42 students (16%)	 Intervention	65 students (24%)	 Urgent Intervention	102 students (38%)
Cut Score Category	Student Totals											
 At/Above Benchmark	59 students (22%)											
 On Watch	42 students (16%)											
 Intervention	65 students (24%)											
 Urgent Intervention	102 students (38%)											

Math

(How did you get in this situation? What are some causes?)

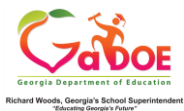
Based on the CRCT data from the 2013-2014 school year, student performance data in mathematics reflects that 55% of the 6th graders met or exceeded standards, 67% of the 7th graders met or exceeded standards, and 42% of the 8th graders met or exceeded standards.

Based on this analysis, the school must place emphasis on the various math challenges that students face as it relates to the implementation of the common core standards. Below are our strengths and weakness as well as a plan to improve student achievement:



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

1.	<p>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).</p>
	<p>• Our 6th grade students demonstrated success in Geometry and Data Analysis. Specifically, students performed well with graphs and formulas. They struggled in the numbers and operations domain, and specifically had difficulty with multiplication facts, fractions, and long division. In order to address these challenges, it our goal to increase the use of critical thinking skills through problem solving, depth of knowledge, and differentiated lessons. We will also provide remediation for students through teacher tutorials, peer tutoring, and revision of assignments. Lastly, we will improve collaboration amongst grade-level teachers as well as increase professional learning opportunities to ensure teachers are basing classroom instruction on the common core standards.</p> <p>• Our 7th grade students demonstrated success in Geometry and Data Analysis. Students experienced success with transformations and central tendencies. They struggled with numbers and operations and algebra, and specifically had difficulty with integers, equations, and graphing coordinates. In order to address these challenges, we will increase opportunities for students to participate in individual practice and class discussions through mathematical reasoning. We will use ELT to remediate students' weaknesses, utilize portfolios to assess each student's strengths and weaknesses, and offer morning and/or afterschool tutorial at least once a week. Lastly, in an effort to address the student challenges in the area of mathematics we will implement formative assessments lessons and ensure that grade level teachers collaborate to effectively use the common core standards.</p> <p>• Our 8th grade students demonstrated success in Geometry, and Numbers and Operations. Students experienced success with Pythagorean Theorem and Square Roots. They struggled in the Algebra and Numbers and Operations domains. Students demonstrated a lack of understanding with systems of equation, graphing linear equations, and solving multi-step equations. In an effort to address the challenges that our 8th grade students are facing, we will increase the use of differentiated lesson related to each students learning style. We will also offer opportunities for remediation through weekly tutorials, and focus on transitional standards during ELT. In addition, we will implement the use of portfolios and formative assessment lessons to ensure that students have an opportunity to reflect upon their learning experiences. Lastly, we will improve collaboration amongst grade-level teachers to ensure adequate planning for lessons and successful integration of common core standards.</p> <p>Our strengths include the use of 3-part lesson planning (Opening, Work Period, and Closing)</p> <p><input type="checkbox"/> Opening –</p> <p><input type="checkbox"/> Work Period –</p> <p><input type="checkbox"/> Closing –</p> <p>i. The major needs we discovered were: Teachers need more professional learning opportunities to ensure that students are receiving top notch instruction. Students need additional support with ongoing tutorial opportunities and pull outs for individual instruction to ensure that we are meeting their academic needs. An increase in parental involvement is</p>



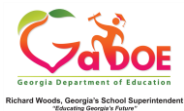
Georgia Department of Education

Title I Schoolwide/School Improvement Plan

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).
 - needed to ensure a collaborative partnership between the teacher, student, and parent.
 - ii. The needs we will address are using Universal Screener to develop an individual education plan for the students.
 - iii. The root cause(s) that we discovered were data analysis at the domain level. The need for more professional development opportunities. The need for lesson plans that use the Georgia Standards of Excellence to ensure higher order thinking, differentiated instruction, and real-world application. The need for increased attendance in teacher tutorials.

Mathematics Action Plan

1. Plans for Writing Across the Curriculum – Students will write across the curriculum in Math and Science. Teachers will implement and use Polya's 4 – Step Problem Solving Approach and Newman's Prompt within the classroom to ensure students are exposed to a balanced mathematical program which addresses computational fluency, conceptual understanding, and problem solving. Teachers will also implement a school – wide note taking system for all mathematics classrooms, school wide initiative Thinking Maps. Students will complete journal entries to reflect on the concepts learned from the lesson.
2. Computer Lab Usage within the Mathematics Department – Teachers will implement curriculum aligned Gizmo lessons for each unit.
3. Assessment tools– Teachers will use a variety of assessments (formative and summative) to assist students in demonstrating their understanding of mathematical concepts. GOFAR for formative assessments & STAR (Universal Screener) for progress monitoring; SLDS/District Benchmarks for summative assessments tool.
4. Implement Open Ended Questions to help prepare students for the Georgia Milestone. Teachers will use Newman's Prompt to guide the thinking process for solving math problems. Students will take notes using the school – wide initiative Thinking Maps as a note taking system for learning.



Georgia Department of Education
Title I Schoolwide/School Improvement Plan

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).

Departmental Plan to Increase Student Lexile

- Vocabulary Strategy: Each math classroom will utilize the Frayer Model to learn math vocabulary. The Frayer Model will assist students in providing justifications for their solutions when answering open-ended questions.
- Read Aloud/Independent Reading: Each math teacher will allot ten minutes per class period for read aloud and independent reading.
- Continue to utilize Carnegie Learning Series which encourages students to persevere through rigorous word problems.

Science

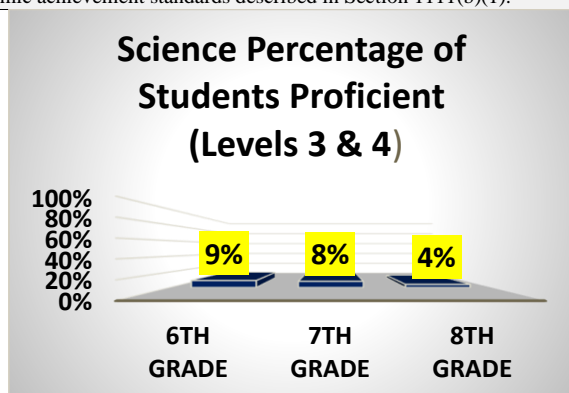
A. The plan for improving student achievement in **science** is based on the most recent CRCT results and results for 2010-2011, 2011-2012, and 2012-2013. A review of CRCT scores for 2013-2014 indicates the following:

CRCT	Science		
Performance	2014	2013	2012
Meets	41%	39%	31%
Exceeds	9%	7%	0%
Total	50%	46%	31%

Georgia Milestones Science Data is listed below:

Georgia Department of Education
Title I Schoolwide/School Improvement Plan

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).



Our plan for improvement includes:

(Georgia Milestones Data will be updated once data is received)

6th Grade

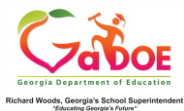
- 286 tested
- 33.2% met & exceeded standards
- 32.2 % met standards
- 66.8% did not meet standards
- 1.0 % exceeded
- Strength – Astronomy
- Weakness -Process Skills and

7th Grade

- 296 students tested
- 49.7% met & exceeded standards
- 40.9% met standards
- 50.3% did not meet standards
- 8.8% exceeded standards
- Strengths – Heredity and Genetics
- Weakness Biodiversity and Process Skills

8th Grade

- 296 students tested
- 43.6 % met & exceeded standards
- 42.9% met standards
- 56.4% did not meet standards



Georgia Department of Education
Title I Schoolwide/School Improvement Plan

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).

- 11.5 % exceeded standards
- Strengths- Matter
- Weakness- Force and Motion and Energy and Process Skills

Targeted Students

- Students not proficient in assessed science domains for each grade level

Gifted students are currently performing at a proficient level and as a school we need to increase the number of students exceeding standards.

Science Action Plan

Students will learn how to apply the eight thinking maps to content throughout the curriculum. They will be asked to write essays or provide short answers based on the corrected results of their thinking map. Essays and short answers will have an assessment rubric to focus the direction of student writing in preparation for the Georgia Milestone testing. Students will be provided a pre and post assessment test for every unit comprised of multiple choice, vocabulary and essay components to assess student learning. Computer labs will be used to enrich understanding and differentiate instruction.

Departmental Plan to Increase Student Lexile

- Increase The Use of the 5E model in all classes
- Use the RACE strategy for constructed response and providing Lexile leveled non-fiction reading.

Social Studies

(Georgia Milestones Data will be updated once data is received)

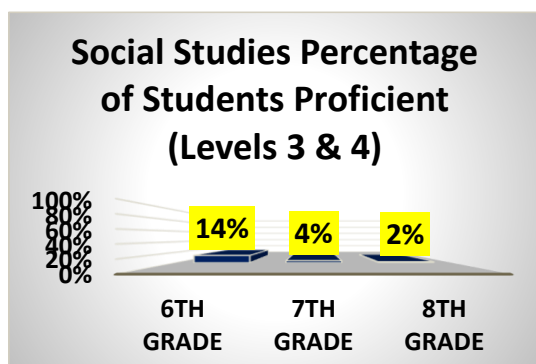
- A. The plan for improving student achievement in **social studies** is based on the most recent CRCT results and results for 2011-2012, and 2010-2011, 2012-2013. A review of CRCT scores for 2013-2014 indicates the following:

Georgia Department of Education

Title I Schoolwide/School Improvement Plan

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).

CRCT	Social Stud		
Performance	2014	2013	2012
Meets	38%	37%	41%
Exceeds	4%	6%	5%
Total	42%	43%	46%

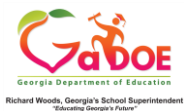


:

Social Studies Action Plan

The Social Studies department will focus on several initiatives this school year to include:

- Targeted tutorial- reaching our 70 plus percent based on data
- We will increase the use of technology and integrating Writing Across the Curriculum (WAC) with the county wide Maps 101 and the school wide initiative, Thinking Maps.
- Improve collaboration between the ELA department and the Social Studies with the goal being to increase writing across the curriculum.

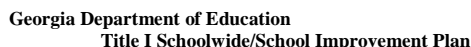


**Georgia Department of Education
Title I Schoolwide/School Improvement Plan**

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).
 - Teachers will continue to access GOFAR
 - There will be No change in the Milestone from the CRCT for the Social Studies Department this school year 2015-2016.
 - Junior Achievement
 Junior Achievement USA is committed to developing and implementing vital and innovative programs designed to help students understand the importance of their career decisions. Students will learn all the key components of a personal budget and the resources needed to balance your finances. These concepts of financial literacy and money management will serve as the foundation for what we hope to be an empowered economic future.

Departmental Plan to Increase Student Lexile

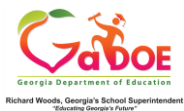
- Targeted tutorial- reaching our 70 plus percent based on data
- We will increase the use of technology and integrating Writing Across the Curriculum (WAC) with the county wide Maps 101 and the school wide initiative, Gallopade Online and Thinking Maps Online.
- Improve collaboration between the ELA department and the Social Studies with the goal being to increase writing across the curriculum.
- Teachers will continue to access GOFAR
- There will be No change in the Milestones from the CRCT for the Social Studies Department this school year 2015-2016.
- Promote D.E.A.R. (Drop Everything and Read) to increase student Lexile
- Vocabulary Strategy: Each Social Studies classroom will incorporate real world examples to increase vocabulary in context.
- Read Aloud/Independent Reading: Each Social Studies teacher will allot ten minutes per class period for read aloud and independent reading.



Response: The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standard are (list strategies to be used)...

The Instruction Standard is: CGMS will use research-based instruction standard practices. The Performance/ Action is 2. CGMS teachers will effectively use technology to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning. The technology activities used promote differentiation and instruction aligned to individual student needs. The technology used by teachers and students promote content research and require the conceptual application of the standards. CGMS will use the following research based strategies:

- Increases use of technology in classes
- Introduces students to 21st century skills
- Provides students with opportunity to make real-world connections
- Provides opportunity for discovery learning
- Provides opportunity for integration of engineering principles
- Provides students with opportunities to apply science skills through participation in competitions and performance based projects.
 - Math & Reading Tools
 - Extended Learning Time provides an opportunity for teachers to improve student outcome in their mathematics classes by adding more time to review basic skill and problem solving strategies.
- Increase instructional personnel to model exemplary lessons/teaching- One Instructional Support Specialist will support all core subjects and provide professional learning where needed. One Academic Coach will support Math and Science; One Academic Coach will support ELA and Social Studies teachers by providing collaborative instructional support through modeling, providing peer observations and teacher feedback, as well as support



Georgia Department of Education
Title I Schoolwide/School Improvement Plan

2.	Schoolwide reform strategies that: teachers with disaggregation of data- collecting and analyzing data related to Title I initiatives, training and sharing materials and strategies. <ul style="list-style-type: none">• S.T.E.M. – Students will expand their understanding of science through participation in science projects fairs, competitions and contests. They will work with industry experts whenever possible in the completion of real-world tasks. Technology-Based Instruction-Teachers will incorporate activities that integrate technology in the class to increase math computation and problem solving skills. Technological advances such as Promethean boards, computers, graphic calculators, iPads, and cell phones will be used. Differentiation will be explored to maximize student learning. Cedar Grove Middle School will use an interactive Science Vizitech zSpace 3D program to enhance student achievement. This will enabled by a unique combination of high definition and a integrated head tracking with full motion parallax and a precision interactive stylus. <ul style="list-style-type: none">•
----	---

Commented [D01]:

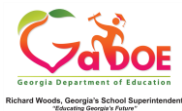
<ul style="list-style-type: none">• Provide opportunities for all children to meet the state’s proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).
<ul style="list-style-type: none">• <i>Response:</i> Technology-Based Instruction Teachers will incorporate activities that integrate technology in the class to increase math computation and problem solving skills. Technological advances such as Promethean boards, computers, scientific calculators, and iPads will be used. Differentiation will be explored to maximize student learning.

Commented [D02]:

Commented [D03]:

Commented [D04]:

<ul style="list-style-type: none">• Use effective methods and instructional strategies that are based on scientifically based research that:<ul style="list-style-type: none">○ 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
<i>Response:</i> We will increase the amount and quality of learning time by (before/after school, summer bridge, block scheduling, Tuesdays and Thursday tutorial community collaboration students already at school)...
<ul style="list-style-type: none">• ELT to provide remediation and enhancement of Science Process Skills that aid students in understanding and applying science concepts.



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

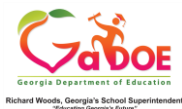
- Interactive Notebooks to aid students in using metacognition to review their own learning and assess areas they need to improve.
- Use of Thinking Maps to aid students in chunking information.
- Use of the 5 E's to ensure students are appropriately engaged and have an opportunity to explore, explain, elaborate, and evaluate science concepts and skills.
- Data Talks with students about test scores
- Use of Universal Screeners
- Individualized activities based on students academic needs in science.
- Students who do not meet standards will have an opportunity to participate in safety net opportunities such as:
- Morning/Afternoon teacher tutorials

- 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:

The Cedar Grove Middle School Counseling Department offers a school wide mentoring program. Counselors assign adult staff members as mentors to students in the building (all grade levels) experiencing difficulty with transition. Mentors are expected to meet with the students at least 15-30 minutes a week. In addition, the counseling department hosts various mentoring social throughout the school year to allow mentors and mentees feasible opportunities to interact. The Cedar Grove Middle School Counseling Department also sponsors the CGMS Peer Helpers and P.O.P (Power Over Prejudice) Ambassadors. These students aid the counselors in providing peer support to students who are new to Cedar Grove Middle School. The Counseling Department will utilize its Student Support Specialist to implement the Saving Our Saints (S.O.S) program by providing preventive measures in the areas of bullying, peer conflict, academic retention, attendance, and behavior concerns. The S.O.S Program will assist us in meeting one of our school-wide goals: reducing the number of referrals that result in out-of-school suspension by helping our students make better choices. In addition, the Counseling Department promotes student achievement through various academic award programs/ceremonies.

The Cedar Grove Middle School Counseling Department offers a school wide mentoring program. Counselors assign adult staff members as mentors to students in the building (all grade levels) experiencing difficulty with transition. In addition, the counseling department hosts various mentoring social throughout the school year to allow mentors and mentees feasible opportunities



Georgia Department of Education
Title I Schoolwide/School Improvement Plan

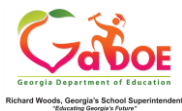
- Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which 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

to interact. The Cedar Grove Middle School Counseling Department also sponsors the CGMS Peer Helpers. The Counseling Department promotes student achievement through various academic award programs/ceremonies.

The Counseling Department works directly with the school social worker, psychologist, and family appointed outside / court agencies to welcome those students who enter the school from a foster or group home setting. The Counseling Department ensures that the students are properly serviced, while maintaining all confidential information.

Transition 5th grade – 6th grade: Transition preparation begins during the 5th grade school year. The Cedar Grove Middle School counselors collaborate with the feeder elementary school counselors and administrators to attend parent meetings. The middle school counselors attend parent night, curriculum, rising 6th grade meetings. During these meetings, the middle school counselors share vital information with the parents regarding middle school operations, middle school courses, the middle school concept, and specialized programs. In addition, parents are provided with resources and helpful tips to start working with their students. Later in the school year, the elementary school 5th grade counselors and teachers are provided with pre-registration forms. It is during this time that the 5th grade teacher and parents have an opportunity to select the connection courses that they would like the student to take during their 6th grade school year. During the spring semester, the Cedar Grove Middle School Counseling Center hosts a weekly feeder school visit. Each feeder elementary school brings their 5th grade students over for a rising 6th grade program and tour. During the program, the 5th graders are addressed by 1) the middle school principal, 2) the middle school 6th grade administrator, and 3) the middle school counselors. During this program, 5th graders learn of vital middle school aspects and are given a tour, and learn key staff personnel whom they will need to know as 6th graders.

Transition 6th – 7th grade: During first semester, the counselors visit 6th and 7th grade classes to conduct classroom guidance. Classroom guidance topics consist of various aspects such as bullying, peer relationships, goal setting, and academic success. During the 6th grade school year, all 6th graders will visit the computer lab with their counselor to create a GA Futures account. Once the GA Future account is created, 6th grade students take a personality assessment. The assessment allows the 6th grades to answer questions of a survey regarding their likes, strengths, and weaknesses. The software then shares potential careers in which the students may be interested in based on the answers to the survey.



Georgia Department of Education
Title I Schoolwide/School Improvement Plan

- 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

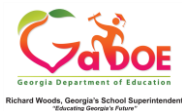
Transition 7th – 8th grade: 7th grade students attend classroom guidance with their middle school counselor to continue updating their GA Futures accounts that were created in 6th grade. The Cedar Grove Middle School counselors assist 7th grade students in researching careers that match their personality profiles. The students are able to view possible careers, salary ranges, work environments and the necessary educational requirements needed to fulfill those careers.

The middle school counselor presents classroom guidance to all 7th grade students regarding conflict resolution and positive decision making. These classroom guidance sessions allow counselors to help 7th graders with improving their skills of positive peer interaction and making wise decisions to prepare them for the transition to 8th grade.

A select group of 7th graders are chosen to participate in the Duke T.I.P (Talent Identification Program). These selected students and their parents are invited to an informational breakfast regarding an opportunity to take the SAT or ACT as a 7th grader. These students are also provided with literature and resources that give them access to summer and ongoing programs offered to 7th graders by Duke University.

Transition 8th – 9th grade: Transition activities for students moving to high school level occur across both semesters of the school year. Cedar Grove Middle School counselors start the school year preparing 8th graders for the transition to 9th grade (high school) by exposing them to the PSAT. 8th grade parents are made aware of the PSAT through calendars, newsletters, and progress reports. 8th grade students receive classroom guidance on test taking strategies and positive decision making skills. As part of the transitional preparation, the Cedar Grove Middle School counselors assist 8th graders in updating their GA Futures portfolios. During this update, 8th grade students research required high school coursework and colleges that offer majors for the careers of their interest. The counseling department utilizes this information to do rising 9th grade advisement.

The counseling department hosts 8th grade parent meetings in which they invite the counselors, administrators, and career teachers from the feeder high school. During this meeting, the parents and students are provided with the high school career paths and course offerings. The high school representatives give specific information on how to accurately select courses, high school expectations, and graduation requirements. The Cedar Grove Middle School Counseling Departments provides a presentation and walks to parents through completing the registration step-by-step. Parents and students are also given information on various dual high school and college programs. The middle school counselor individually consults with parents regarding appropriate course choices for their children.



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

- 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

During second semester of the 8th grade year, all 8th grade students participate in the 8th Grade S.T.A.R.S (Students Taking A Responsible Stand) Week. This event includes a week of activities hosted by the Cedar Grove Middle School Counseling Department. The activities vary and may include: guest speakers, high school student panel, college exposure, and culminating activities that prepare 8th graders for the transition to high school. During the 8th Grade S.T.A.R.S week, students visit the feeder high school for a full transitional program and tour.

- 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.

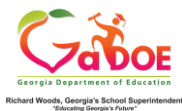
Response:

3. Instruction by highly qualified professional staff

Response: All teachers teach classes in which they are highly qualified and meet the standards established by the state of Georgia. CGMS has all but 1 teacher that is not highly qualified and are seeking to fill the remaining two vacancies in Interrelated and Science. CGMS has implemented the district's plan to insure that this teacher becomes highly qualified in a timely manner. Parents have been notified and the teacher has committed to achieving highly qualified status by agreeing to obtain the necessary certification. Our MOID teacher is not highly qualified in all content areas; however, she is only teaching student in the language arts and social studies content areas. She will continue to take exams to secure certification.

- 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.**

- A. Response:** We will include teachers, principals, paraprofessionals, and, if appropriate, pupil services personnel, parents, and other staff in the following professional development activities. These activities are designed to address the root causes of our identified needs. For example involving parents in our Initiatives:
- Thinking Maps



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

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.

- College and Career Readiness Performance Index (CCRPI)
- GOFAR/SLDS
- Infinite Campus/School Culture and Climate/Bully Awareness
- Graphing Calculators
- Georgia Milestones Assessments

Professional learning opportunities are provided to parents, teachers, administrators, paraprofessional, and other staff to analyze assessment data, collaborate on lesson plans, analyze student work, and share their reflective experiences. Professional development will be offered in the following areas:

- Georgia Standards of Excellence - All content areas
- Thinking Maps
- Data Analysis – GOFAR, Universal Screener, SLDS
- Differentiated Instruction
- TKES/LKES
- Co-Teaching training (for collaborative teams)
- Technology Integration
- Georgia Milestones Assessments

- * Bully Awareness
- * Attendance

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

- Professional Learning Communities- Study Groups
- Workshops on Common Core Standards
- Workshops on Differentiated Instruction
- Peer Observations
- Curriculum Leaders Meetings –Thursday (2015-2016)
- State and or National Educational Conferences (Georgia Middle School Conference)

We will include teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways...required monthly department meetings, data trainings on utilizing SLDS/GOFAR, teachers are able to attend OPEN leadership team meetings.

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

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

<p>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.</p>
<ul style="list-style-type: none"> • Providing job-embedded professional learning on TKES standards • Inspecting grade-level and content/curriculum leaders meetings for active teacher participation • Teachers with a final overall rating of Ineffective (1) or Needs Development (2) in TKES are required to develop goals and a learning plan that will assist them in attain and overall final rating of either Proficient (3) or Exemplary (3) in TKES. Resources will include Curriculum Leaders on Thursdays along with meetings throughout the year with administrators, academic coaches, and principal.

<p>5. Strategies to attract high-quality highly qualified teachers to high-need schools.</p>
<p><i>Response:</i> Providing teachers with the knowledge that extensive technology and lab equipment that enhances student learning and expands the exploration aspect of science labs is a plus. Providing teachers with the knowledge of "Green Initiatives" that are taking place on the Cedar Grove Campus such as the Arboretum Restoration Initiative, the food garden initiative and the recycling program are teaching opportunities that stand out and are unique to the school attracting Highly Qualified teachers.</p> <ul style="list-style-type: none"> • Highlight the programs and extracurricular clubs and organizations that Cedar Grove Middle School has to offer. • Highlight the staff that has advanced degrees and/or national certifications. • Highlight the teachers who present at local and national educational conferences. • Highlight the Teacher Support Specialist who serve as mentor teachers and provide extra support for novice teachers. • Teachers in the math department teach classes in which they are highly qualified. • Continue to partner with local colleges and universities to increase the percentage of diverse student teachers at CGMS as well as retain quality student teachers upon completion of their student teaching assignments at CGMS.

<p>6. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.</p>
<p><i>Response:</i> Parental involvement is a key component to the academic success of students. Cedar Grove Middle has regular PTA Board meetings and PTA meetings to keep parents abreast of school and academic-related issues. Parents and community members are included in the Cedar Grove School Council meet to discuss school issues, which allows parents to take part in decision making for our students. Parent opinions and recommendations are taken into account when decisions are made regarding school-related concerns. The school, parents and community</p>

Georgia Department of Education
Title I Schoolwide/School Improvement Plan

members work cooperatively to develop a shared vision for the decision-making process at Cedar Grove Middle. The Cedar Grove School Advisory Council meets four times a year to focus on school data and to discuss important school issues that impact school improvement. Also has scheduled School –wide Improvement (SWP) Meetings to present the School-Wide Plan (SWP) and the action plans to the parents to empower them as parents and provided a forum for parents to collaborate with the school regarding the school improvement process. Many of the decisions that are addressed focus on topics such as: curriculum, staffing, scheduling, budgeting, and programs that are implemented at Cedar Grove Middle. The shared decision-making allows all stakeholders to reflect on factors that impact the desired goals established for our students' academic success.

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

- Increasing parental presence in the building by parent facilitator with correspondence that invites parents to schedule workshops, testing, reading, data and using Infinite Campus.
- Offering parent classes to improve student achievement (i.e. Interactive Notebooks, Thinking Maps)
- Implementing Parent Packs/Take Home Labs
- Parent volunteers to help with labs and in-class projects
- Implementing strategies to increase parental involvement (such as family literacy services)
- Describing how the school will provide individual student academic assessment results, including a interpretation of those results
- Making the comprehensive school-wide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)
- Requiring compacts – include with policy

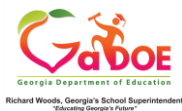
We will update the school parental involvement policy continually to meet the changing needs of parents and the school and distribute it to the parents of participating children and make the parental involvement plan available to the local community, by...

School rules and procedures, as well as other pertinent information, is provided in a Student/Parent Handbook. This handbook is updated on an annual basis as a hard copy and electronically.

All departments provide opportunities for parental involvement:

- | | |
|------------------------------|--------------------------------|
| • Parent-Teacher Conferences | *Title I Annual Meeting |
| • PTSA | *Pre-Planning Title I Meeting |
| • Curriculum Night | *Title I School-Wide Meeting |
| • Parent Portal | *Title I Budget Meeting |
| • Parent/Community Center | *Parent Classroom Observations |

The school will provide individual student academic assessment results, including an interpretation of those results



Georgia Department of Education

Title I Schoolwide/School Improvement Plan

Makes the comprehensive school-wide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters) Parent Report for the STAR (Universal Screener)
Makes the Parent involvement Policy plan available to the LEA, parents, and the public (internet, upon registration, at parental involvement meetings, hard copies in parent center and at front desk of school office.
Compacts required-include with policy
Parent involvement checklist included

We will conduct an annual meeting by at a convenient time, to inform parents about the school's Title I program, the nature of the Title I program, the parents' requirements and the school parental involvement policy, the school-wide plan, and the school-parent compact and encourage and invite all parents of participating children to attend by...10/31/15.

We will conduct an annual meeting, at a convenient time, to inform parents about the school's Title I program, the parent's requirements and the school parental involvement policy, the school-wide plan, and the school-parent compact and encourage and invite all parents of participating children to attend by disturbing flyers at local area businesses, calling posts, daily morning announcements, and posting information on the marquee and stamps for mailing communications for parents.

We will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, transportation, child care, or home visits, as such services relate to parental involvement by...

Parents of Cedar Grove students are invited to attend district-wide Parent Advisory Council meetings and district wide activities such as the Title I Parental Involvement Meetings.

Parents and Community Based Garden

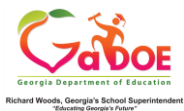
CGMS will sponsor a Military Parents Appreciation Day

Career Day

October 2015 Book Fair

We will provide parents of participating children with timely information about the Title I program, a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet, and provide opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child, and respond to any such suggestions as soon as practicably possible phone, email, or conference.

We will provide parents of participating children with timely information about the Title I program, a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure students progress, and the proficiency levels students are expected to meet, and provide opportunities for regular meetings, if requested by parents, to



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

formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child, and to respond to any such suggestions as soon as practicably possible, by conducting Curriculum Nights, Parent-Teacher Conferences, and Title I meetings.

- Regularly scheduled Parent Teacher Association meetings are held four times a year.
- Open House is held at the beginning of each school year. A member of the leadership team informs the parents of Cedar Grove Middle Title I status at a PTA meeting.
- Each grade level hosts a parent workshop focusing on the weaknesses or needs of their students. At parent meetings, parents receive valuable information regarding CCRPI, Title I budget updates, district benchmark test results, and ways to help their child be successful in school.

We will jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. Additional communication between the home and school is provided through progress reports, report cards, and the parent portal. Data talks with parents & students will be quarterly. Cedar Grove Middle has a Parent/ Outreach Community Center to support the parents and provide instructional guides for home support. CGMS will also ensure district parent compacts are distributed and reviewed by October 31, 2015.

We will provide assistance to parents of participating children, as appropriate, in understanding the state's academic content standards, the state's student academic achievement standards, the state and local academic assessments including alternate assessments, the requirements of Title I, Part A, how to monitor their child's progress, and how to work with educators, by... concentrating on the academic goal for the 2013-2014 school year is to increase CRCT test scores by 10% in the area of mathematics. This will be accomplished by monitoring benchmarks, utilize tutorials, pullouts sessions, and 4.5 week progress reports.

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:

This preschool/early childhood transition is non-applicable to Cedar Grove. Cedar Grove is a middle school, therefore this plan will provide plans for transitioning for grade to grade, elementary students (5th graders) to middle school and middle school students (8th graders) to high school.

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

The goal of the Cedar Grove Middle School Counseling Department is to impact each students' personal and social development, raise student achievement, to create more career and college awareness, and to ensure positive transitions from elementary to middle school and middle to high school. This is done by providing a school wide comprehensive guidance program that fosters collaboration between the school and home. Cedar Grove Middle School's Counseling Department is a recognized ASCA Model Program (RAMP) acknowledged through the American School Counselor Association. The school wide comprehensive guidance program provides various activities to assist all middle school students with successful transition for 6th, 7th, and 8th grade.

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.

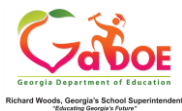
Response:

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

- Teacher workshops on formative assessments (FIP) & GOFAR, data analysis and examining student work
- Student/Teacher data chats
- Teacher to teacher data chats
- Teacher to Academic Coaches charts analysis (implementation of assessment analysis form)
- Collaborative planning in team meetings based on subject matter to review data
- Formation of cluster groups to review specific skills and establish activities that support a given domain (Universal Screener- Diagnostic and Skills report will be used)

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by Section 1111(b)(1) shall be provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Response: All student data is reviewed weekly during team meetings. Student data is analyzed after each assessment and modifications are made according to areas of deficiency. Many students will receive remediation and successfully transition to new concepts; however, those that continue to encounter difficulties will be referred to after school tutorial. Additionally, these students are given additional time to master standards and instructional concepts throughout the instructional learning period. If necessary, additional interventions and different instructional strategies are put in place by the teacher and monitored quarterly as the tutorial teacher and the homeroom teacher collaborate.



Georgia Department of Education
Title I Schoolwide/School Improvement Plan

Students are also able to take advantage of additional mathematics and reading courses throughout the school day. The courses are called Reading & Math Tools. In these courses our targeted and or academic booster students will be able to revisit reading and mathematical standards that were not previously mastered.

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

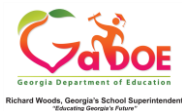
Response: Cedar Grove Middle School continues to engage parents in the learning process. The individual student assessment progress is valuable information to parents as this data is an important component in increasing student achievement and parental support. This data allows parents the ability to become familiar with their child's strengths and weaknesses. Through ongoing available parent conferences, our parents are afforded current knowledge of student's academic performance. Additionally, parents will be provided parent reports from the Universal Screener (STAR Reading & STAR Math) quarterly after each test.

Along with the items listed above teachers will provide use of teacher made assessments, GOFAR and projects as another means to monitor the progress of each student. With all of the assessments and the data gathered from these assessment tools teachers are given opportunity to share data with parents as well as the autonomy to use this information and to alter lessons and assignments to make certain that all student needs are met. In addition, teachers participate in weekly study groups as well as departmental meetings to collaborate to plan for instruction to help with the learning process to implement strategies that can be utilized in the classroom to meet individual student needs to improve the overall learning process.

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

Response: Cedar Grove Middle School continues to engage parents in the learning process. The individual student assessment progress is valuable information to parents as this data is an important component in increasing student achievement and parental support. This data allows parents the ability to become familiar with their child's strengths and weaknesses. Through ongoing available parent conferences, our parents are afforded current knowledge of student's academic performance. Additionally, parents will be provided parent reports from the Universal Screener (STAR Reading & STAR Math) quarterly after each test.

Along with the items listed above teachers will provide use of teacher made assessments, GOFAR, and projects as another means to monitor the progress of each student. With all of the assessments and the data gathered from these assessment tools teachers are given opportunity to share data with parents as well as the autonomy to use this information and to alter lessons and assignments to make certain that all student needs are met. In addition, teachers participate in weekly study groups as well as departmental meetings to collaborate to plan for instruction to help with the learning



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

process to implement strategies that can be utilized in the classroom to meet individual student needs to improve the overall learning process.

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

Response: Achievement and Assessment results are collected and disaggregated on a continuous basis. Beginning with students' most recent assessment (STAR Universal Screener- Diagnostic Assessment), teachers are able to collect the results and develop an action plan based upon student diagnostic and performance data. This is conducted in weekly teacher meetings, including Thursday's Curriculum Leader's Meetings. Teachers will chart individual student progress through the use of student data assessment form, portfolios and data notebooks for all content areas. These notebooks will be updated and monitored by the administrative team. They will also be used to discuss and develop plans for progress monitoring and interventions.

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

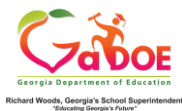
Response: "The Georgia Department of Education provides disaggregation of data assessment; therefore, the disaggregation results are valid and reliable."

14. Provisions for public reporting of disaggregated data.

Response: Response: School stakeholders are afforded various means of assessing disaggregated data through district websites, teacher, PTSA, parent conferences, and Title I instructional meetings.

The following communications methods are utilized to offer parents timely and pertinent information related to school programs:

- a. Title I Parent Programs
- b. School PTA Meetings
- c. Parent Teacher Conferences
- d. School Newsletter
- e. School Website
- f. Georgia Department of Education Website
- g. Infinite Campus Parent Portal
- h. DeKalb County School Website
- i. School Marquee
- j. Call Post



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

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

Response: : The plan developed during a one year period, unless LEA, after considering the recommendation of its technical assistance provides under section 1117, determines that less time is needed to develop and implement the school-wide program. The plan will be revised each subsequent year.

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).

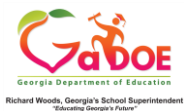
Response: Response:

The decision making process at Cedar Grove Middle School includes our administrative team, which consists of the Principal, AP's, LTSE, Instructional Support Specialist, Academic Coaches, Media Specialist, Counselor, and Department Chairs and all community stakeholders, such as parents. Input will be obtained from all members. The administrative team will have grade level study groups that emphasize professional learning Tuesdays when needed. Data from student profiles will be analyzed throughout the year, which includes the following assessments: Benchmarks, Common Assessments, Screener, GOFAR, Benchmarks, State Mandated Test, Teacher Made tests, etc.

The committee along with the principal will utilize implementation guides to ensure interventions are scientifically based. We will use the GAM Model and Six Step Data Protocol to share plans with all stakeholders.

Community Stakeholders

Parental involvement is a key component to the academic success of students. Cedar Grove Middle School has regular PTA Board meetings and PTA meetings to keep parents abreast of school and academic-related issues. Parents and community members are included in the Cedar Grove Parents Advisory Council meetings to discuss school issues, which allow parents to take part in decision making for our students. Parent opinions and recommendations are taken into account when decisions are made regarding school related concerns. The school, parents and community members work cooperatively to develop a shared vision for the decision-making process at Cedar Grove Middle. The Cedar Grove Parents Advisory Council meets four times a year to focus on school data and to discuss important school issues that impact school improvement. Also has scheduled School-wide Improvement (SWP) Meetings to present the School-wide Plan (SWP) and the action plans to the parents to empower them as parents and provided a forum for parents to collaborate with the school regarding the school improvement process. Many of the decisions that are addressed focus on topics such as: curriculum, staffing, scheduling, budgeting, and programs that are implemented at Cedar Grove Middle. The shared decision-making allows all



Georgia Department of Education
Title I Schoolwide/School Improvement Plan

stakeholders to reflect on factors that impact the desired goals established for our students' academic success.

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

Response: Our SWP is made available to the all parents, stakeholders, and the public in the following ways:

- School Website / Electronic Copy
- Parent Community Center
- Main Office
- Media Center
- Data Room
- Correspondence sent home with students
- PTA Meetings & events
- School Council Meetings

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:
"Translation or interpretation of the plan, to the extent feasible, shall be provided for any language that a significant percentage of the parents of participating students in the school speak as their primary language."

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

Response: The School-wide Plan is subject to the school improvement provisions of section 1116." and "The School-wide Plan is based on the needs assessment of the school. This document provides the framework for improving academic achievement. Teachers and administrators refer to this document when planning for student instruction as well as professional development."