



Cedar Grove Middle School

Title I

2013 - 2014

Schoolwide Plan



Georgia Department of Education Title I Schoolwide/School Improvement Plan

SWP Components

- *1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

Response:

A. We have developed our school wide plan with the participation of individuals who will carry out the comprehensive school wide /school improvement program plan.

Those persons involved were Dr. Candace Alexander, Principal, Mrs. Donna Payne, Title I Representative, Mrs. Akecia Owens-Cunningham, Math Chair Department, Ms. L. Pruitt, Head Counselor, Mr. A. Cook, Reading/ELA Chair, Mrs. S. Mott, Science Chair, Mrs. P. Wells, Assistant Principal, Mr. Shelton Bernard, Assistant Principal, Mr. Overton Wright, Assistant Principal Ms. C. Kellyman, LTSE, Mrs. Diane Williams-Shirley, Department Chair Special Education, Mr. James McNeill, Health Physical Education Department Chair, Mr. Daryl Ogletree, Connections Department Chair, Mr. Bruce Windom, Social Studies Department Chair.

The ways Leadership Team Members were involved:

- a) Manage data and presents finding (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 their own 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 standards for student engagement in their learning
- e) Post data publicly and in a timely manner in our Data Room
- f) This team assesses and evaluates data to ensure that students are meeting the academic standards. The leadership team collected assessment data and analyzed the data by grade level and student groups.

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

- a. Benchmark data to track each student's progress toward proficiency
- b. STAR (Universal Screening) to plan instruction for each student
- c. Instructional Data Management System (IDMS)/Longitudinal Data System (LDS) to check alignment among standards, curriculum, instruction, and assessments
- d. Teacher Keyes (TKES) and Leader Keyes (LKES) and PD360 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
- g. CRCT, ITBS, EOCT, and Benchmarks to serve as guides for academic instruction.

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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 current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. For example, student performance data in the content area of Reading and English Language Arts reflects a significant increase of the meet and exceed rate from SY2010-2011 to SY12-13. Additionally, student performance data in Mathematics for SY11-12 thru SY 12-13 reflects that an average of 58% of students in grades 6, 7, and 8 met the standard. For SY 12-13 there were deficits in Science and social Studies across all grade levels. 100% of our students are not meeting standards in all four (4) content areas. Therefore, materials, strategies and other resources will be needed in order to maintain and/or fill the academic achievement gaps.

	Reading			Language Arts			Math			Social Studies			Science		
	2013	2012	2011	2013	2012	2011	2013	2012	2011	2013	2012	2011	2013	2012	2011
Met	70%	74%	70%	68%	70%	67%	51%	52%	52%	39%	31%	24%	37%	41%	24%
Exceeds	18%	14%	11%	13%	14%	11%	7%	8%	4%	7%	0%	0%	6%	5%	0%
Total	88%	88%	81%	81%	84%	78%	58%	60%	56%	46%	31%	24%	43%	46%	24%

Based on the 2012-13 CRCT data analysis, the school will place high emphasis on addressing the students' skills in Social studies and Science. Additionally math will continue to be a focus because of 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. Teachers will provide specialized instruction to students in a General Education and Special Education instructional settings. The teaching models will provide students with more stability and continuity, increases opportunity to create higher-quality classroom instruction that are aligned with district efforts to help **all** our students reach a high standard. Additionally, the leadership team believe that deepened partnerships with parents, students, and the community in that every stakeholder of the CGMS Community - students, parents, teachers, paraprofessionals, principals, central and school staff, partners and others - are expected/included in: an awareness of these gaps; a belief that these gaps can be closed and a personal commitment to closing them.

The Attendance performance of all students continues to meet the standards resulting in a 99.9% participation rate on the CRCT. Professional learning opportunities are highly noted in the school. Teaching and learning professional development sessions are held weekly to

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collaboratively plan, discuss and model differentiated instruction, analyze student work, and analyze assessment data.

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

- i. Economically disadvantaged students currently in the 90th percentile
- ii. Students from major racial and ethnic groups 98 percent African Americans
- iii. Students with disabilities currently 10 percent of our student population
- iv. Students with limited English proficiency is between 1 and 5 percent of our population

- Teachers will keep track of each student's learning and share their progress with them regularly.
- Teachers will continue to use IDMS 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.
- Every core classroom will have a classroom library and instructional materials and equipment.
- The school schedule will maximizes instructional time for core subjects and increases the number of professionals in each classroom.
School staff will use all contractual time for professional development. With few exceptions, teachers will not be pulled from school for off-site professional development.
- Teachers will use IDMS and other technology to improve instruction, provide targeted individualized student assistance, and maximize productivity.

h. The data has helped us reach conclusions regarding achievement or other related data.

- 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 we will address are using Universal Screener to develop an

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individual education plan for the students.

- iv. The specific academic needs of those students that are to be addressed in the schoolwide program plan will be increasing reading comprehension.
- v. The root cause(s) that we discovered were data analysis at the domain level.

The data has helped us reach conclusions regarding achievement or other related data.

- vi. Based on our 2013 CRCT Test Scores our major strengths in our Mathematics were:

Based on the CRCT data from the 2012-2013 school year, student performance data in mathematics reflects that 52.8% of the 6th graders met or exceeded standards, 65.7% of the 7th graders met or exceeded standards, and 53.7% of the 8th graders met or exceeded standards. The average for the school was _____. 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:

- 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.
- 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.
- 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

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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.

Our strengths include the use of 3-part lesson planning (Opening, Work Period, and Closing)

- Opening –
- Work Period –
- Closing –

- 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 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 specific academic needs of those students that are to be addressed in the school-wide program plan will be
- iv. 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 common core standards to ensure higher order thinking, differentiated instruction, and real-world application. The need for increased attendance in teacher tutorials. The need for increase parental involvement.

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

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

6th Grade

- 276 tested
- 42.4% met standards
- 39.9 % were proficient

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- 2.5 % exceeded
- 57.6 % did not meet standards
- Strength – Astronomy
- Weakness -Process Skills and

7th Grade

- 297 students tested
- 54.2% met standards
- 39.4% were proficient
- 14.8% exceeded standards
- 45.8% did not meet standards
- Strengths – Heredity and Genetics
- Weakness Biodiversity and Process Skills

8th Grade

- 306 students tested
- 34.3 % met standards
- 33 % were proficient
- 1.3 % 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 who are not exceeding standards

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

6 th grade	33%	36%	41.8% met or exceeded
7 th grade	14%	33%	47% met or exceeded
8 th grade	25%	36%	48.7% met or exceeded

i. The measurable goals/benchmarks we have established to address the needs are . . .

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

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

Response:

The 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)...

- 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 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.
 - STEM –
 - 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.

Social Studies Department-Comprehensive Needs Assessment:

The people who participated in developing the school wide plan were the leadership team and selected faculty and staff. Each department gathered their data from the CRCT results for analytical purposes. Each teacher will review CRCT results.

Social Studies Achievement Analysis Chart

2010-2011	2011-2012	2012-2013	6th grade
		33%	36%
			41.8%
			met or exceeded
7th grade		14%	33%
			47%
			met or exceeded
8th grade		25%	36%
			48.7%
			met or exceeded

While the social studies department has made significant strides in student achievement, we seek to raise the scores by 10% from last year's scholastic results.

- All homeless, neglected, and or migrant students will receive service through any program for which they qualify.
- All students are instructed using the three-part lesson, opening, work-period and closing.

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

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

- CRCT scores analyzed to adjust instruction to better meet student needs.
- Major academic improvement in domains-emphasis
- The measurable goals established to address student progress are obtained using the state assessment performance targets.
- Parent Involvement may be increased by implementing a Social Studies Night where teachers highlight the benefits and importance of each Social Studies domain with tips and resources for students and parents.
- Social Studies department will have access to STEM equipment school-wide.

Social Studies Strengths

Students demonstrated success in the areas of

- Geography skills and History

Students are able to blend the disciplines of geography and history through meaningful classroom instruction. Teachers are meeting the goal of teaching more in the same amount of time by integrated lessons that emphasize content in geography skills and history.

Social Studies Weaknesses

- Economic understanding in personal and global economies in terms of how resources and people relate to each other. Students are not able to reflect on the choices people make about the use of resources and about their interaction with the physical world. In order for the students to connect these two concepts requires that the students are taught the economic principles that will allow them to become competent in the area of economics.

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

Response:

Following (or in our appendices) are examples of the scientifically-based research supporting our effective methods and instructional practices or strategies (cite research that supports selected strategies)...

- Provide teachers an opportunity to create individualized student activities
- Provide students with interactive programs that support learning of specific process skill and key concepts
- Provide teachers with an instant way to assess student understanding of key concepts associated with state standards.

• Research suggests, "Educational technology can facilitate the development of students' higher order thinking and metacognitive skills when learners are taught to apply the process of problem solving and are allowed opportunities to utilize technology in development of solutions" (Kidd, 2009, p. 95). For this reason, educators must have

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access to various resources to support their efforts in creating a technologically-based classroom environment.

Reference - Kidd, T. (2009). The Dragon in the School's Backyard: A Review of Literature on the Uses of Technology in Urban Schools. *International Journal of Information and Communication Technology Education*, 5(1), 88-102.

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

Response:

We will increase the amount and quality of learning time by (before/after school, summer school, Saturday school, block scheduling)...

- ELT to provide remediation and enhancement of Science Process Skills that aid students in understanding and applying science concepts.
- Interactive Notebooks to aid students in using metacognition to review their own learning and assess areas they need to improve.
- Use of Graphic Organizers 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:
 - o Morning/Afternoon teacher tutorials
 - o Second Chance Café

2(d). Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).

Response: • Students will focus on basic math skills and problem solving strategies. This will be assessed through the use of formative assessment lesson, summative assessments, benchmarks, and teacher observations.

2(e). Must include documentation to support that any educational field trip used as an instructional strategy is aligned to the comprehensive needs assessment found in the schoolwide plan and must be connected to the support of assisting students to achieve proficiency or advanced status in relation to the state academic content standards. Documentation must be provided during the budget approval process. Required based on FY12 US ED monitoring finding for Georgia.

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Response: Middle School N/A

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

Response:

All teachers teach classes in which they are highly qualified.

***3(a). Strategies to attract highly qualified teachers to high-needs schools.**

Response:

We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia (use HiQ report and school staff roster and describe how certification deficiencies are being addressed)...

The promotion of the STEM initiative and making teachers aware that a National Yale Fellow is a part of the science department could enhance our opportunities for attracting Highly Qualified science teachers. Providing teachers with the knowledge that extensive technology and lab equipment that enhances student learning and expands the exploration aspect of science is a plus. Also having an individual on staff who has written curriculum units on a global scale affords teachers the knowledge that highly qualified teachers are on the staff.

- 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.

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

Response:

A. 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 addresses the root causes of our identified needs. For example, involving parents in our STEM Initiative

- Raining on Use of Electrophoresis Equipment
- Autoclaves
- Incubators
- Centrifuge Devices

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

- Graphing Calculators
- And other STEM Based lab equipment

Professional learning opportunities are provided to 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:

- Common Core Standards – Math
- Data Analysis -IDMS
- Differentiated Instruction
- TKES/LKES
- ICE training (for collaborative teams)
- PD 360
- Technology Integration

B. We will align professional development with the State’s academic content and student academic achievement standards . . . Ongoing professional development will be provided to ensure that teachers understand the Common Core Standards.

C. Professional Learning Communities – Study Groups

Workshops on Common Core Standards

Workshops on Differentiated Instruction

Peer Observations

State and/or National Educational Conferences (Georgia Middle School Conference)

D. Teachers are required to attend monthly math department meetings.

Teachers are encouraged to research data of individual students utilizing IDMS.

Teachers are able to attend OPEN leadership team meetings.

E. 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, instructional coaches, etc.)...

F. We will included 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

- Providing job-embedded professional learning on TKES standards.
- Inspecting grade-level and content meetings for active teacher participation

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

- Providing quality and timely feedback after formal and informal observations.

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***5. Strategies to increase parental involvement.**

In completing this section, you should review the parental involvement strategies already defined in your school's parental involvement policy. These could include many of the suggested responses below, although other strategies may still be considered.

Response:

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

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

- Offer Parent Classes to demonstrate how parents can support the use of Interactive notebooks
- Parenting classes on effective use of graphic organizers
- Curriculum Night focused on Science and STEM activities
- Take home labs that require parent participation
- 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 schoolwide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)
- Requiring compacts – include with policy
- Including Parental Involvement Checklist

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- B. We will update the school parental involvement policy periodically 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.

The math department provides opportunities for parental involvement:

- Parent-Teacher Conferences
- PTSA
- Curriculum Night
- Parent Portal
- Parent Center

Describes how the school will provide individual student academic assessment results, including an interpretation of those results

Makes the comprehensive schoolwide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)

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

- C. We will conduct an annual meeting, 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 schoolwide plan, and the school-parent compact and encourage and invite all parents of participating children to attend by...

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 schoolwide 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.

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

- E. We will provide parents of participating children with timely information about the Title I program, a description and explanation of the curriculum in use at the school, the forms

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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, by

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 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 five 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.

F. 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 by Additional communication between the home and school is provided through progress reports, report cards, the parent portal

Data talk with students will be quarterly.

Cedar Grove Middle has a Parent Resource Center to support the parents and provide instructional guides for home support.

G. 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.

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	6 th Grade	7 th Grade	8 th Grade
Goal	10% increase on CRCT	10% increase on CRCT	10% increase on CRCT
Evaluation	August 2013 – May 2014 Teachers will administer benchmark assessment at the close of each unit to analyze the academic growth of their students. In addition to the benchmarks, the 4.5 progress reports will be examined to identify students who are not meeting the academic standards.	August 2013 – May 2014 Teachers will administer benchmark assessment at the close of each unit to analyze the academic growth of their students. In addition to the benchmarks, the 4.5 progress reports will be examined to identify students who are not meeting the academic standards.	August 2013 – May 2014 Teachers will administer benchmark assessment at the close of each unit to analyze the academic growth of their students. In addition to the benchmarks, the 4.5 progress reports will be examined to identify students who are not meeting the academic standards.

H. We will provide materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by offering workshops based on Parent Survey Results.

We will provide training to educate the teachers, pupil services personnel, principal, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and the school, by offering CGMS D.A.D.S. programs and CGMS M.O.M.S.

H. We will provide training to educate the teachers, pupil services personnel, principal, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and the school, by offering CGMS D.A.D.S. programs and CGMS M.O.M.S.

J. Section J is none applicable to Middle Schools.

K. We will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand, by quarterly surveying parents about the content of school communications.

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

Response:

The goal of the Cedar Grove Middle School Counseling Department is to impact each students'

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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. 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 a mentoring social each semester & one mentoring cookout during 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 or may have trouble adjusting.

The Counseling Department works directly with the school social worker and the Department of Family and Children Services (DFACS) to welcome those students who enter the school from a foster or group home setting. The Counseling Departments serves as a direct liaison to ensure that the students are properly serviced, while maintain 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 counselor attends parent night, curriculum, rising 6th grade meetings held at the elementary schools. During these meetings, the middle school counselor shares vital information with the parents regarding middle school operations, middle school courses, the middle school concept (teams & class changes), specialized programs (STEM, Accelerated Math, Yearlong Spanish), available extra-curricular opportunities. In addition, parents are provided with resources and helpful tips to start working with their students on skills such as organization and peer interaction. Later in the school year, the elementary school 5th grade counselor 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. In the month of March, the Cedar Grove Middle School Counseling Center hosts a weekly feeder school visit. Each feeder elementary school are provided a specific day in which they bring their 5th grade students over for an hour and a half 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. In addition, there is a question and answer segment in which the 5th graders get a chance to address a student panel of 8th grade peer helpers regarding middle school concerns. The 5th graders get to see performances from middle school organizations in which they may be interested such as band, chorus, and orchestra. At the conclusion of the program, the 5th graders take a tour of the building, led by Cedar Grove Middle School peer helpers. During this tour, 5th graders are shown the various areas of the building and key staff personnel whom they will need to know as 6th graders.

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Transition 6th – 7th grade: Within the first month of beginning their 6th grade school year, Cedar Grove Middle School Counselors visit 6th grade classes to present classroom guidance. This initial classroom guidance is entitled the “Role of the Counselor”. It is during this time that the 6th grade counselors formally introduce themselves to the 6th grade students and clarify what the role of the counselor is in the middle school setting. The counselors share with the students various topics and concerns that should be brought to their counselor, as well as, the specific procedures for going to visit their counselor. During the 6th grade school year, all 6th graders will visit the computer lab with their counselor to create a GA College 411 account. Once the GA College 411 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. Throughout the school year the middle school counselors also hold classroom guidance with the 6th grade students in reference to learning styles and organizational skills.

Transition 7th – 8th grade: 7th grade students attend classroom guidance with their middle school counselor to continue updating their GA College 411 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.

7th graders who are recommended for yearlong Spanish have the opportunity to obtain a World Language Carnegie Unit towards graduation by successfully participating in yearlong Spanish for the duration of their 7th and 8th grade year. The middle school counselor communicates this information to the parents and assists with monitoring the student’s progress during the grade reporting period. This exposes the 7th grade student to high school coursework in preparation for transitioning to 8th and 9th grade.

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 College 411 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

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rising 9th grade advisement.

The counseling department hosts an 8th grade parent meeting 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. Shortly after this meeting, 8th grade students and their parents attend a meeting with the middle school counselor in order to pre-registering for 9th grade. 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.

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 from 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.

- Student Volunteers in pre-school classes to demonstrate and help conduct simple science activities
- Inviting teachers to bring students to middle school to participate in curriculum night activities

Math department can meet with feeder schools to provide opportunities for collaboration.

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***7. Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program.**

Response:

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

- Student/Teacher data Talks
- Teacher to teacher data Talks
- Collaborative meeting in team and based on subject matter to review data
- Formation of cluster groups to review specific skills and establish activities that support a given domain

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

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

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 move are often referred to after school tutorial. These students are given additional time to master standards and instructional concepts. If necessary, additional interventions and different instructional strategies are put in place by the teacher and monitored for several weeks as the tutorial teacher and the homeroom teacher collaborate.

Students are also able to take advantage of additional mathematics courses throughout the school day. This course is called Math Tools. In this course students are able to revisit mathematical standards that were previously not mastered.

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

Teachers are continuously provided data analysis training to practice identifying at-risk students during monthly departmental and weekly study groups. Local school administration provide teachers with professional learning experiences to enhance the practices of analyzing data. Additionally, department chairs emphasize strategies to employ in the classroom that targeted domain deficiencies identified on the CRCT and other assessment instruments. These strategies are shared and teachers report on the success of the strategies in follow-up meetings supported by qualitative and quantitative data. Teachers are also encouraged by the administrative team and our professional development liaison to participate in off campus professional learning opportunities.

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

Response:

Cedar Grove Middle School provides opportunities for Parent-Teacher conferences through several mediums. During registration sixth grade parents have the opportunities to view classrooms, meet and conference with sixth grade teachers about any concerns they may have about their child entering middle school. Teachers reassure the new middle school parents by explaining the daily ritual and routines of the classroom, restroom breaks, class to class transitions, lunch, connections, and dismissal. At the start of each new school year, Cedar Grove Middle School schedules a PTSA/Open House. Parents are encouraged to come to elect PTSA officials for the upcoming school year. They will hear introductions of teachers, administrators and attend their children's classes to receive a general understanding of the class expectations. During this time, an outline/summary of the curriculum is given and an idea of what is expected of the students and parents for a successful school year at Cedar Grove Middle. Teachers may call and request a Parent-Teacher Conference when students are not meeting standards. This type of conference gives the parents early notification about their children's failure; and an opportunity for them to get specific strategies from the teacher that will assist their child's understanding of the curriculum at home. Parents also have the opportunity to call the counseling office to schedule a Parent/Teacher Conference during teachers' planning period to discuss the child's academic progress or any other concerns needed to be expressed.

After every progress report a Parent-Teacher Conference is held after school to update and inform parents of students' progress and challenges. During this conferences, parents can get a first hand glimpse of their child's progress by speaking with the teacher, viewing student work in his/her portfolio, and comparing the student work posted around the room.

Parents have an opportunity to e-mail their concerns to the teacher via first class and parent portal. Teachers are able to respond and give advice to parents on their concerns.

Additional assistance is provided to parents to assist their children via Cedar Grove Middle School Parent Center. Parents can obtain necessary research material through the use of books, computers or parent center. This facility also provides parent workshops based on the community needs, such as computer classes, test taking strategies, and employment tips.

Cedar Grove Middle School partners with community organizations and businesses such as, churches, grocery stores and the local YMCA. During family hardships these organizations provides donations, food, clothing, tokens for transportation and shelter. This community involvement helps families become stabilized and our students remain in a familiar successful academic environment-Cedar Grove Middle School.

***9. Coordination and integration of federal, state, and local services and programs.**

This component requires a description of how the school will implement the programs listed above, a description of how Title I resources and other resources will be coordinated to support student achievement goals in the school improvement plan, and a listing of all state and federal programs consolidated in the schoolwide plan.

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Federal Funds	Federal funds are budgeted for two (1) Title I Math Tools teachers; (1) Student Support Specialist, (2) Classroom Teacher; Professional learning opportunities; After School; Saturday Tutorial Program; parental involvement initiatives (school to home communication through “Paw Print” Newspaper, flyers, etc.); parent meetings (Curriculum Night, 25 Book Campaign, Family Math Night, etc.); and the materials and supplies which support interventions to increase student achievement and meet or exceed The Annual Measurable Objectives of the School Improvement Plan.
State Funds	FTE
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	N/A
Federal School Improvement Grants	N/A
Local Professional Learning Funds	Professional Learning Local Funds will be used to provide teachers and staff with training materials and professional learning activities through workshops and conferences. Local PL funds will be utilized school-wide and include auxiliary staff. Professional learning is focused on increasing student achievement through interventions and best practices in support of all school improvement objectives.
Grants (list)	STEM (Science, Technology, Engineering, and Math)
PTSA	Teacher Appreciation, Student Incentives for CRCT
Partners in Education	Walmart (Fairington), Smoothie King (Stonecrest),

9(a). List of state and local educational agency programs and other federal programs that will be included.
<p align="center">Tutorial – Title 1 Summer School – Title 1 Differentiated instruction – Professional Learning funds</p>

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

Resources from Title I funds will be used to implement an afterschool and summer school tutorial program to increase student achievement in all content areas. This include instructional material and supplies. Funds will be used to implement Cedar Grove’s Community Outreach Center.

Teachers will also need support, professional development and resources to assist with teaching the Common Core Georgia Performance Standards. Lastly, additional staff will be paid using Title I funds. These staff members include tutors, parent facilitator, and additional personnel.

9(c). Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.

Response:

Funding Sources	Provide a narrative explanation of how funds will be used to support student achievement and/or school improvement in relation to the components of this plan.
Federal Funds	Federal funds are budgeted for two (1) Title I Math Tools teachers; (1) Student Support Specialist, (2) Classroom Teacher; Professional learning opportunities; After School; Saturday Tutorial Program; parental involvement initiatives (school to home communication through “The Grove” Newspaper, flyers, etc.); parent meetings (Curriculum Night, Family Engineering Night, Family Math Night, etc.); and the materials and supplies which support interventions to increase student achievement and meet or exceed The Annual Measurable Objectives of the School Improvement Plan.
State Funds	FTE
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	N/A
Federal School Improvement Grants	N/A
Local Professional Learning Funds	Professional Learning Local Funds will be used to provide teachers and staff with training materials and professional learning activities through workshops and conferences. Local PL funds will be utilized school-wide and include auxiliary staff. Professional learning is focused on increasing student achievement through interventions and best practices in support of all school improvement objectives.

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PTSA	Teacher Appreciation, Student Incentives for CRCT
Partners in Education	
Other (list)	

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

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.

Along with the items listed above teachers provide their own teacher made assessments and projects as another means to monitor the progress of each student. With all of the assessments and the data gathered from these materials teachers are given the autonomy to use this information and to alter lessons and assignments to make certain that they are meeting the needs of all students. In addition, teachers participate in weekly study groups as well as department meetings to collaborate and provide ways to help with the learning process and provide strategies that can be utilized in the classroom to improve instruction.

11. 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, teachers are able to collect the results and develop an action plan based upon student performance data. This is conducted in weekly teacher meetings. Teachers will chart individual student progress through the use of student portfolios and data notebooks for all other content areas. These notebooks will be updated regularly and monitored by the administrative team. They will also be used to discuss student progress and interventions.

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

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reliable.

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

13. Provisions for public reporting of disaggregated data.

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 communication methods are utilized to offer parents timely and pertinent information related to school programs:

- a. Title I Parent Programs
- b. School PTA Meetings
- c. School Newsletters
- d. Parent-Teacher Conferences
- e. School website- All Title I documents are posted, School Report Cards, School Improvement plans,
- f. School marquee
- g. Moving Towards Excellence Parent Conferences

14. The plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers under section 1117, determines that less time is needed to develop and implement the schoolwide program.

Response: Although the initial plan was developed within a year, the plan will be revised each subsequent year.

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

Response:
The decision-making process at Cedar Grove Middle School includes our administrative team, which consists of the Principal, API, LTSE, Math Coach, Media Specialist, Counselor, and Department Chairs. Input will be obtained from all members. The administrative team will have grade level study groups that emphasize professional learning each Tuesday. Data from student profiles will be analyzed throughout the year, which includes the following assessments: Benchmarks, CRCT, teacher made tests, etc. The committee, along with the principal, will utilize implementation guides to ensure that interventions are scientifically based.

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16. 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 Resource Center
- Main Office
- Media Center
- Data Room
- Correspondence sent home with students
- PTA Meetings & events

School Council Meetings

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

Response: "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."

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

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."

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