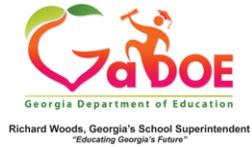




**Georgia Department of Education  
Title I Schoolwide/School Improvement Plan**

<b>SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE</b>		
<b>School Name: Carrollton Middle School</b>		<b>District Name: Carrollton City Schools</b>
<b>Principal Name: Dr. Andre Touchard</b>		<b>School Year: 2015-2016</b>
<b>School Mailing Address: 151 Tom Reeve Drive Carrollton, GA 30117</b>		
<b>Telephone: 770-830-0997</b>		
<b>District Title I Director/Coordinator Name: Annette Murphy</b>		
<b>District Title I Director/Coordinator Mailing Address: 288 Tom Reeve Drive Carrollton, GA 30117</b>		
<b>Email Address: annette.murphy@carrolltoncityschools.net</b>		
<b>Telephone: 770-834-7077</b>		
<b>ESEA WAIVER ACCOUNTABILITY STATUS</b>		
(Check all boxes that apply and provide additional information if requested.)		
<b>Priority School</b> <input type="checkbox"/>	<b>Focus School</b> <input type="checkbox"/>	
<b>Title I Alert School</b> <input type="checkbox"/>		
<b>Principal's Signature:</b>		<b>Date:</b>
<b>Title I Director's Signature:</b>		<b>Date:</b>
<b>Superintendent's Signature:</b>		<b>Date:</b>
<b>Revision Date: August 2015</b>	<b>Revision Date:</b>	<b>Revision Date:</b>



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**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.

[-CMS School Improvement Plan](#)

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**Planning Committee Members**

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Andre' Touchard		Principal
Laura Malmquist		Assistant Principal
Travis Thomaston		Assistant Principal
Elizabeth Scholl		School Council Member/Parent
KaTasha Mason		School Council Member/Parent
Fred O'Neal		School Council Member/Community Partner
Terri Musselwhite		School Council Member/Teacher
Pam Smith		School Council Member/Teacher
LaKeia King		School Council Member/Teacher
TBA		Parent Liaison Coordinator— Title I

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**SWP/SIP Components**

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

The school wide plan for Carrollton Middle School was developed after completing a comprehensive analysis of our school to determine needs in all academic areas and other areas that may affect achievement. Components of the College and Career Ready Performance Index (CCRPI) were taken into consideration throughout the planning process.

The plan was developed with input from teachers, parents, students, community partners, school administrators, school improvement specialist, and central office personnel.

A variety of instruments, procedures, and processes were used to obtain information in the development and maintenance of the SWP to include:

- Data from the CCRPI report
- Data from ACCESS testing
- Data from the GAA
- Data from school administered benchmarks
- Data from universal screeners-STAR Reading and Math
- Data from the Flexible Learning Program
- Comparative data from other similar schools in the state
- Input from the SGT
- Input from the school leadership team meetings
- Survey data – Title I Survey (Family Friendly Survey)& Advanced Ed Survey
- Feedback from Community Forums
- Input from PBIS action team
- Input from departmental meetings
- Input from Quarterly Curriculum Team meetings
- Review of attendance data
- Review of discipline data
- Input from student surveys (TKES)
- Input from the ESOL teacher and teachers of EL students
- Data from TKES observations and self-assessments
- Data from the SLDS
- Feedback from Annual Title I meeting and Stakeholder meeting
- Feedback from Family Engagement Team
- Feedback from parents (email, surveys, etc.)



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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).

- Feedback from PTVO and Academic Booster Club meetings
- Feedback from parent/teacher/student conferences
- Data for Students with Disabilities

**Achievement Data** -Our school has reflected on current achievement data to assist us with understanding the subjects and skills in which teaching and learning need improvement. Significant staff and administrative effort has been spent in the disaggregation and analysis of the CCRPI and school data. Although CCRPI results have been similar to many other schools in our area, Carrollton Middle School continues to analyze ways to improve our performance. Extra attention is given to the SWD/ED/EL subgroups. Our work to improve student learning will continue and will be closely monitored for all students as the state rolls out the results from the Georgia Milestones Assessment.

**Flexible Learning Plan** – During the 2012 – 2013 school year, Carrollton Middle School was identified as a Focus School due to the gap in achievement between the highest and lowest performing subgroups. Assessment data was compiled from the 2010-2011 CRCT, CRCT – M, and the GAA which identified an unacceptable achievement gap between our White subgroup and the Students with Disabilities subgroup. After a thorough review of our data and meeting with stakeholders, we developed a Flexible Learning Plan to provide students at risk of failing with additional learning opportunities to assist students with achieving the necessary skills to master the content in the core academic areas. This school year, Carrollton Middle School is no longer identified as a Focus School. However, we will continue to use a similar model of instruction to address the needs of struggling learners.

**Attendance Data** – We will continue to monitor attendance data in light of the new state guidelines. Historically, Carrollton Middle School has maintained the highest attendance rate in the district with over 95% each year.

**Discipline Data** – Carrollton Middle School is in its second year of fully implementing PBIS. Our discipline referrals continue to decrease.

In creating a plan to best meet the needs of our students, we have used information about all students in the school and identified students and groups of students who are not yet meeting the expectations set by the state regarding academic content standards. We also continue to push all students to exceed the expectations on grade level standards. Benchmarks, universal screeners, and many other sources of data are used throughout the school year to adjust instruction and meet the needs of all students.



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## 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).

Carrollton Middle School has a diverse population of students serving approximately 1090 students, with 42% White, 31% African American, 18.5% Hispanic, 7.5% Multiracial, and 1% Asian. Over thirty percent of the student body resides outside the school district and chooses to pay tuition to attend Carrollton Middle School. The level of poverty at Carrollton Middle School is determined by the percentage of resident students who qualify for free and reduced priced lunches. The Georgia Department of Education reports that over 50% of CMS students are eligible for free or reduced price lunches.

2. School wide reform strategies that:

- 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).

The ways in which Carrollton Middle school addresses the needs of students furthest from demonstrating proficiency related to the state's academic content standards include:

- The **Early Intervention Program (EIP)** -Students who are in need of additional academic assistance and meet the criteria may receive additional support through the EIP classroom. A checklist can be used when CRCT scores are not available and assists in identifying those students who are in need of additional academic assistance.
- **RTI** is used for students who are not meeting benchmarks on grade level assessments and are therefore at risk of retention. They are provided with support from a Pyramid of Interventions and progress monitoring occurs before a referral to the Student Support Teams is considered. The RTI process is also used to address attendance or behavioral concerns prior to a referral.
- **Student Support Teams (SST)** are made up of parents, teachers, counselors and administrators who collaboratively develop a plan of specific diagnostic assessments, interventions, and/or accommodations with the intent of accelerating that student's progress.
- **Reading Connections** is designed to meet the needs of students who are in need of remediation in the areas of Reading, Science and Social Studies. Students are identified based on STAR Reading Universal Screener and are served during the school day during Trojan Time (Extended Learning Time). A variety of strategies are used to address individual student needs.
- The **21<sup>st</sup> Century Program (SMART Club)** is an afterschool program that



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2. School wide reform strategies that:

- 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).

provides support to at risk students four afternoons per week throughout the year. Students who have not met expected benchmark criteria in math, reading, science, social studies, or language arts in the fourth, fifth, or sixth grade are invited to attend.

- **Extended day/year** support for students with disabilities
- An **extended year summer program** (4 weeks) is offered through the 21<sup>st</sup> Century Program to any student not meeting expectations on Georgia Milestones or grade level benchmarks and universal screeners, and borderline students failing to meet grade level benchmarks in reading, social studies, science or math. After-school and summer supplemental programs have the same instructional focus and design as programs conducted during the regular school year.
- **System social workers, homeless coordinator, school psychologist, school counselor, EL support, special education support, and school nurses** are available to all students at CMS and are utilized on an as needed basis.
- **Family Engagement Coordinator** –Works as a liaison between the school and community to improve communication and involvement between home and school; responsible for eliminating barriers which prevent parent involvement
- **21<sup>st</sup> Century Technology (STEM)** – Aimed at exposing students to hands on opportunities in the areas of Science, technology, engineering, and math

In addition, the academic needs of all students at Carrollton Middle School are addressed in relation to the state's academic content standards through:

- **Highly qualified and certified teachers** are used to reduce the adult-student ratio.
- **Instructional grouping** is used in the areas of reading, language arts, and math in grades four, five and six.
- **Diagnostic instruction** is used based on individual students' needs.
- **Implementation and monitoring of the Title I School-wide Plan** is aimed at meeting or exceeding the state's expectations on the performance index.
- A variety of **multi-sensory instructional** materials and equipment are used daily to meet students' learning styles.
- The use of **Literature** is the primary model employed to provide the highest level reading skills instruction.
- **Differentiation** occurs within each classroom to account for differences in



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2. School wide reform strategies that:

- 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).

academic levels of students; grouping is flexible and students may either be remediated or accelerated based upon their performance.

- **Ongoing assessments** including pre/post- testing, unit common assessments, and benchmark assessments determine the pace that a student progresses. These assessments will be used to identify at risk students, target interventions, and modify instruction.
- **Technology** is used to meet the individual needs of the students at Carrollton Middle School. Each classroom is equipped with student computers and a Promethean board. A computer lab is available for student use throughout the school day. Additionally, mobile laptop/Chrome book carts are available for classroom use. A variety of programs are used with students including Classworks, Accelerated Reader and Math, MobyMax, STAR Reading and STAR Math, etc.
- **Trojan Time** is an extended learning time designed to allow remediation and extension of learning. Students are grouped based on academic needs and are taught by content area specialists for 50 minutes each day.

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

The strategies, utilized by the administrative team and staff at Carrollton Middle School, are outlined in detail in the School Improvement Plan. This plan evolved through the synergy of educators, parents and community members. Programs and infrastructures have been determined by Carrollton Middle School administrators and teachers to be consistent with current research-based best practices and most effectively meeting the educational needs of the 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grade students at CMS.

On-going professional learning is designed to meet the needs of our staff and students.

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



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The Title I Program is an integral component of the instructional program for Carrollton City Schools. After careful analysis of data, the primary focus of the Title I Schoolwide Program at Carrollton Middle School has been Reading and Mathematics instruction with other content areas such as science and social studies reinforced through incorporation into literacy based activities.

Knowing that Georgia Milestones requires writing skills for all grade levels, our school has chosen to focus on writing across the curriculum. The school district has hired a consultant, Sheri St. Clair to assist us with this process to ensure that we have the resources and training needed to successfully implement writing. In addition to writing across the curriculum, St. Clair will work with administration and teachers to better understand Mathematical practices. Professional learning will take place throughout the year.

Additionally, our school will continue to emphasize the use of STEM in all content areas to build additional hands on opportunities for our students to engage in science, math, and technology while using the engineering design brief.

Carrollton Middle School utilizes guidance provided through the RTI process to support students in meeting grade level standards. Assessment data is analyzed and used to identify students who require intensive or strategic interventions. Carrollton Middle School has detailed strategic interventions for students who do not meet state standards or who are at risk of failing.

Targeted interventions for our at risk population include:

- After school, summer school and extended school year through the SMART program to assist with academics, homework, and tutoring
- Small group tutoring during the school day
- Reading Connections class
- Support specifically for homeless, migrant, and EL students
- Extended day/year support for students with disabilities
- Computerized web-based programs for remediation and acceleration including practice and previewing new material: Classworks, Moby Max, Rosetta Stone, Renaissance Learning, etc.
- EIP Support

Additional efforts are made to eliminate barriers for student to be successful in school. We work with community partners, parents, staff and other stake holders to provide:

- School supplies, backpacks, etc. for students and classrooms
- Snack bags for students
- Home visits by social worker to address home needs or attendance
- School nurse sees students on an as needed basis and is also available to meet with parents regarding medical concerns.

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Carrollton Middle School utilizes a variety of strategies in order to increase the amount and quality of learning time by:

- 75 minutes of Math instruction daily
- 75 minutes of Language Arts/Reading daily
- 75 minutes of Science daily
- 75 minutes of Social Studies daily
- 50 minutes of Trojan Time (extended learning time)
- Reading across the curriculum
- Writing across the curriculum
- 21<sup>st</sup> Century Classrooms
- STEM program
- Use of leveled books
- Accelerated Reader and Accelerated Math programs
- STAR Reading and STAR Math
- Vocabulary-building activities
- Fluency screeners and practice – Reading and Math
- Computer programs -Classworks and Moby Max
- Comprehension strategies
- Small group instruction
- Whole group instruction
- Centers based activities
- Math manipulatives
- Google Classrooms
- Academic Coach
- Instructional Technology Coach
- SMART Club After School Program

- 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

In order to address the needs of all students in the school including the needs of low-achieving students, a plan is in place for monitoring student performance. Students with

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- 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

disabilities are monitored closely by their case managers. Regular progress monitoring is conducted to allow teachers to intervene with students as needed. Additionally, the RTI process is in place with bi-weekly team meetings and monthly RTI meetings to discuss student performance and interventions. Progress monitoring occurs on a regular basis and instruction or interventions are adjusted accordingly.

CMS is staffed with two counselors who provide guidance to all students through classroom guidance lessons and college and career awareness activities. They also provide individual and small group support to students who need additional support or who are in crisis. CMS also has ready access to our school psychologist for consultation with students, observations, etc.

Teachers report students that are failing and the steps that have been taken to assist them to administration. Administration regularly monitors failures and works with students and parents to improve their grades and academic performance. ZAP (Zeros aren't permanent) is available weekly after school to provide students with support to complete missing work. Trojan Time is part of the academic school day. Students are divided by academic need and either remediation or acceleration is provided to students.

- 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.

In order to address the needs of all students, the principal and leadership staff oversees implementation and monitoring of the school's improvement plan along with the Title I Schoolwide Plan which are both aimed at meeting or exceeding CCRPI measures. The staff of Carrollton Middle School understands that assessment plays a crucial role in identifying instructional needs. To determine if students have met the standards, universal screening data, results from benchmark assessments, common pre/post assessments for each unit of study, and student products and performance tasks are utilized and analyzed to adjust instruction. Frequent reinforcement, retesting, and re-teaching of identified needs are conducted throughout the year. If students are targeted as low achieving, teachers begin to use the strategies in which we address the needs of



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those students furthest from demonstrating proficiency.

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

Carrollton City Schools ensures that all teachers and paraprofessionals employed in our Title I school meet the federal definition of highly qualified teachers. The system Personnel Director works with school principals to ensure that existing teachers and all new hires meet this qualification. Each year the Carrollton City School's leadership staff actively recruits highly qualified teachers through participation in job fairs, multiple university visits, and internet postings, and prepares to retain them through a strong staff development program. This program includes a new teacher institute, held throughout the year with all new staff. New teachers are also assigned veteran teachers as mentors during their first year to facilitate learning about CMS curriculum and instructional programs and practices. As roles change from year to year, the system personnel director is responsible for informing principals of those not meeting highly qualified criteria, working with teachers to get them highly qualified and tracking their progress toward highly qualified/certified status. All teachers and administrators at CMS meet both state Professional Standard Commission certification requirements and federal NCLB Highly Qualified status.

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.

The system provides support and oversight in the development and implementation of professional learning. The system level Curriculum Team, which includes system and school based staff, coordinates and approves all professional learning courses. This provides an opportunity for coordination and verification of research based practices as well as confirmation that all recommended courses are in alignment to the System and School Improvement plans. This process is critical as the system strives to align efforts and focus on specific strategies to impact student success.

The Carrollton City School System is highly committed to professional learning, focusing both on district and individual school needs and initiatives. A major focus of such learning for the system has centered upon the collaborative development of instructional units, which has been guided by the Understanding by Design process. A cornerstone of our system, all educators embrace the UbD process and have developed instructional units using a consistent, system-wide template, which is located and publicized via Atlas Curriculum Mapper.

There are multiple opportunities for individuals within the system to participate in system, school, and individual learning opportunities. Through comprehensive planning, the Carrollton City School System employs multiple strategies to ensure that all staff members are well prepared to support and implement the district's expectations

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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.

for student learning.

Through guidance and support via the superintendent and district-level directors, school administrators are provided with a consistent framework to ensure that all staff members understand the district expectations regarding teaching and learning. As a result of collaboratively developed instructional units and assessments, educators are able to provide a consistent framework of instruction, assessment, remediation, differentiation, and enrichment to meet the needs of all students.

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

Carrollton Middle School is committed to providing instruction by highly qualified teachers who meet the standards established by the state of Georgia. Carrollton City Schools ensure that all teachers employed in a Title I school meet the federal definition of Highly Qualified Teachers. The system personnel director will work with school principals to ensure that existing teachers and all new hires meet this qualification. Each year the Carrollton City Schools leadership staff recruits highly qualified teachers through job fairs, university visits, and internet postings. The system prepares to retain them through strong professional learning programs. These programs include a new teacher institute, held throughout the year with all new staff and other programs that support the system and school improvement plan. All teachers at CMS meet both state Professional Standard Commission certification requirements and federal NCLB Highly Qualified status.

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

Carrollton Middle School involves parents and families in the planning, review, and improvement of the comprehensive school wide program plan in multiple ways. Planning for this school year began in May with a meeting designed to allow parent feedback and input on the School -Wide Plan, Student Compact, and Parent Involvement Plan. In the fall, a Title I meeting is scheduled for Carrollton Middle School to discuss the budget, this year's Parental Involvement Policy, Title I Schoolwide Plan and Parent Compact, etc.. At this meeting each parent will have access to a copy of each plan. Parent compacts are utilized school-wide.

Carrollton Middle School builds the school's and parent's capacity for strong family engagement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities specifically described below:

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1. The **leadership team** ensures that the school system is responsive to community and stakeholder expectations by involving them in every possible facet of our existence. We communicate our ongoing successes, needs, and progress on a regular basis throughout the school year. This is done through the Carrollton City School System district and school websites, newsletters, emails, phone calls, newspaper articles, radio broadcasts, Schoolcasts, community forums, and face-to-face meetings.
2. In an effort to continuously strengthen the methods to communicate with our stakeholders, we purchased and implemented **SchoolCast**, an automated phone system that allows administrators to create messages to be automatically distributed via telephone and email to stakeholders who are included in the contact database. We also purchased a parental information screen, which is displayed in the entrance of the school and projects school news, parent meetings and updates. Monthly electronic newsletters are sent to parents in addition to bi-monthly newsletters that are sent home by teachers with important dates and information regarding curriculum and testing.
3. Stakeholders are actively involved in our system and school improvement efforts. Our **annual needs assessment** of the school includes the results of stakeholder surveys. Stakeholders communicate their opinions, suggestions, and satisfaction through the annual surveys which are available to parents, students, and community members. Surveys are made available to stakeholders electronically and in print. The stakeholder surveys request information concerning the effectiveness of our instructional programs. The results of these surveys are carefully analyzed and used in the school improvement planning process.
4. **Stakeholders also actively participate** in the creation and annual revisions of the School Improvement Plans, Title I School-Wide plan and the Title I Parent Involvement Plan. In an effort to have a comprehensive representation of stakeholder input into the improvement process, information is shared and input is gathered through a variety of committees and meetings including:
  - Annual Title I Meeting
  - Faculty Meetings
  - Curriculum Team Meetings
  - Board meetings
  - School Leadership Meetings
  - School Council Meetings/ School-Wide Planning Committee/ Parent Involvement Planning Committee meetings
  - Parent /Teacher Conferences
  - Open House



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5. **Family Engagement Nights** – Families are invited to participate in a variety of events held in the evening to assist parents in helping their child at home with school work. Each event provides parents with information about their child and ways to assist at home with learning.

Carrollton Middle School's School Governance Team which is made up of the principal, teachers, parents, and business members also serves as the Title I School-Wide Planning Committee and the Parent Involvement Planning Committee. Additionally, a team of teachers make up the Family Engagement Committee at Carrollton Middle School and meet regularly to discuss ways to engage parents.

The Parent Involvement Plan is revised annually. This plan has been developed which includes strategies to increase parental involvement including hiring a full time Family Engagement Coordinator, expanding our Parent Resource Center and eliminating identified barriers which limit parent involvement including lack of transportation, interpreter services and child care. We also provide parents with educational resources at various locations and schedule meetings at flexible times to accommodate parent needs. Parents have access to the Parent Resource Center that is located in the media center. The center provides materials that can be checked out to use at home to help their child in various academic areas. Many of the materials are printed in Spanish, which is the second most dominant language of our school. Parents are invited to volunteer at the school through the CMS Parent-Teacher-Volunteer-Organization, Parent/Teacher Compact, Parent Involvement Plan, through teacher and school newsletters, and by invitation for special events such as the Book Fair, Parent Nights, and PTVO sponsored events.

Carrollton Middle School will make available the current comprehensive School-Wide Program Plan and the Parental Involvement Policy on the school's web page and will also provide a printed version in the Parent Resource Center. For the 2015 - 2016 school year, the Parental Involvement Policy will be sent home with each child. Spanish versions will also be available to students and families.

Student academic assessment results are provided to the parents through an initial letter from the school with the scores. A detailed summary sheet is mailed home to parents as soon as it is available from the state, and an interpretation of those results are provided to parents on an as need basis. Also, parent-student-teacher conferences are scheduled for every child on CMS early release days in the fall and winter of each year to communicate with every parent about their child's academic achievement and progress toward meeting established grade level benchmarks and review of the standardized test results. Every child has an individual instructional plan that is reviewed with parents at conferences. Parents of students who are in danger of not meeting benchmark promotion criteria are invited to meet with teachers, administrators, and school support staff to plan further intervention and differentiation utilizing the CMS Pyramid of Interventions and the RTI process. This may include tutoring, extended day

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activities, extended year, suggested home activities, and a variety of instructional strategies in the classroom.

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.

The following are our plans for assisting children in the transition from Carrollton Elementary School to Carrollton Middle School. Also included are our plans for students leaving CMS going to Carrollton Jr. High.

Counselors assigned to Carrollton Elementary School, Carrollton Middle School and Carrollton Junior High School in Carrollton City Schools assist the leadership staff with the coordination of transition activities among the various school programs. Third grade students participate in a guided tour and question and answer session during the spring, and an informational meeting is held annually for their parents.

At the other end of the school population is the group transitioning from the 6<sup>th</sup> grade at CMS to the 7<sup>th</sup> grade at Carrollton Junior High School (CJHS). Throughout the spring, activities are conducted to assist students in making this transition. There are a number of activities including an introductory video prepared by CJHS students, 7<sup>th</sup> grade peer leaders who visit 6<sup>th</sup> grade classrooms to answer student questions, and an e-mail program between classrooms. Every 6<sup>th</sup> grader participates in a tour of CJHS, and 6<sup>th</sup> grade representatives participate in shadowing experiences at CJHS as ambassadors, bringing their experiences back to classrooms. Orientation meetings are held for parents to provide them with necessary information on curriculum, scheduling, and parent involvement activities, and an opportunity to have their questions answered prior to the beginning of school.

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.

Teams of teachers at each school have spent countless hours in curriculum work. The Carrollton City School System has utilized the following outline as a component of each school's professional learning to ensure alignment and articulation of curriculum, instructional strategies, and assessments:

1. Study GPS and CCGES to determine specific knowledge, skills, and vocabulary essential for mastery of standards.
2. Develop a list of evidence students could produce to show mastery for each standard.
3. Cluster the standards and elements which align with one another for the purpose of developing instructional units.
4. Discuss "big ideas" for the unit.
5. Develop units using the UbD format with the following general framework:
  - **Stage One**-Identify Desired Results: Enduring Understandings, Essential Questions, Knowledge, Skills, Vocabulary



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- **Stage Two**-Determine Assessment Evidence: Performance Tasks, Checklists, Rubrics, Other Evidence, Student Self-Assessment
  - **Stage Three**-Learning Plan, to include differentiation strategies
6. Develop pre- and post-tests, common assessments, and benchmark assessments to accompany units or groups of units.

Teams of teachers also make plans to meet weekly to:

- Check/compare pacing progress
- Share units, checklists, rubrics, etc. - what's working/what's not
- Compare and discuss common assessment results
- Analyze student work
- Revise/refine units
- Discuss the needs of struggling students and strategies to address their needs

Additionally, following the data analysis plans at the system and school levels, administrators and teachers review assessment results in an effort to identify areas of strength and weakness by subject, student, and teacher. This information is then utilized to make revisions as needed to instructional units as well as to provide remediation and enrichment for specific students.

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.

CMS incorporates several activities to ensure students who are experiencing difficulty mastering the standards will be provided effective, timely assistance. Progress monitoring for each student is conducted using the DIBELS fluency, math timed test, universal screeners, and math progress checks. In addition, student progress is also monitored through pre and post-test, common assessments specific to grade level along with 9-week benchmark assessments. The progress monitoring for each student is ongoing and consistent. If students are identified as struggling, the following activities can be provided based on a student's need.

- The **Early Intervention Program (EIP)** Students who are in need of additional academic assistance and meet the criteria may receive additional support through the EIP classroom. A checklist can be used when CRCT scores are not available and assists in identifying those students who are in need of additional academic assistance.
- **Pyramid of Interventions** is used for students who are not meeting benchmarks on grade level assessments and are therefore at risk of retention.

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They are provided with support from a Pyramid of Interventions before a referral to the Student Support Teams is considered. The Pyramid of Interventions is also used to address attendance or behavioral concerns prior to a referral.

- **Response to Intervention Teams (RTI)** are made up of parents, teachers, counselors, administrators, and central office support personnel who collaboratively develop a plan of specific diagnostic assessments, interventions, and/or accommodations with the intent of accelerating that student's progress.
- **Instructional Tutors** are used to focus on basic vocabulary and reading skills to reinforce skills taught in the classroom. The tutors conduct daily classes, which allow lower performing students additional time to practice skills and get clarification from certified teachers in reading.
- The **21<sup>st</sup> Century Program (SMART Club)** is an afterschool program that provides support to at risk students five afternoons per week throughout the year. Students who have not met expected benchmark criteria in math, reading, or language arts in the fourth, fifth, or sixth grade are invited to attend.
- **Extended day/year** support for students with disabilities
- An **extended year summer program** (4 weeks) is offered through the 21<sup>st</sup> Century Program to any student not meeting expectations on the CRCT, and borderline students failing to meet grade level benchmarks in reading, science or math. After-school and summer supplemental programs have the same instructional focus and design as programs conducted during the regular school year.
- **System social workers, homeless coordinator, school psychologist, school counselor, ELL support, special education support, and school nurses** are available to all students at CMS and are utilized on an as needed basis.
- **Parent Involvement Coordinator** –Works as a liaison between the school and community to improve communication and involvement between home and school; responsible for eliminating barriers which prevent parent involvement
- **21<sup>st</sup> Century Technology (STEM)** – Aimed at meeting the needs of exposing students to opportunities in the areas of Science, technology, engineering, and math

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

In order to make sure students' difficulties are identified in a timely manner, Carrollton Middle School has provided teacher training on the Pyramid of Intervention – RTI which is a comprehensive multi-tiered intervention framework to enable early identification and intervention for students with academic or behavioral risk. A



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committee has been formed to meet once a month. This committee includes RTI representatives from each grade level and teaching team. The main job of the RTI representative will be to ensure that individual students are being discussed during team meetings, suggestions are being made for addressing the student's needs, and sending to administration the names of students that need to be brought to the monthly data team meetings.

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

It is the philosophy of Carrollton City Schools that we should have one comprehensive plan for improving academic achievement of all students. The Georgia Department of Education has provided tools and resources to assist Local Education Agencies (LEA) in the efficient and effective coordination of federal, State and local services and programs. This is done through the Comprehensive LEA Improvement Plan (CLIP) process. There are three components of the CLIP: the ESEA Descriptors, the LEA Implementation Plan, and the System Level Student Profile. Each LEA must submit all components of the CLIP in order to receive funding from the applicable state and federal programs. Carrollton City Schools submitted the required plans through the consolidated application website which have been approved by all Georgia Department of Education federal program managers. The following state and federal program will be coordinated to support student achievement goals in the School Improvement Plan/ Title I School-Wide Plan.

- **Title I, Part A:** Improving Academic Achievement of Disadvantaged Students – Basic Programs
- **Title I, Part C:** Education of Migratory Children
- **Title II, Part A:** Professional Development for Teachers, Principals, and Others
- **Title III, Part A:** Language Instruction for Limited English Proficient (LEP)
- **Title IV, Part B:** 21st Century Community Learning Centers
- **Title IID ARRA:** STEM Lab Competitive Grant
- **Title X, Part C:** McKinney-Vento Education for Homeless Children and Youth
- Individuals with Disabilities Education Act Flow through Part B

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

There are a variety of ways CMS provides parents with interpretation of results from assessments. At the end of each year parents are given a detailed explanation of their child's standardized test results with any necessary explanations from phone calls, conferences from teachers, administrators or letters sent. The results along with classroom performance are utilized to determine if a student will be retained or will need



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to attend a summer remedial program. During the fall and spring, CMS conducts parent/teacher conferences. These conferences are devoted to reviewing previous standardized test results, explaining in detail any areas of needs resulting from the test. Flexible scheduling is encouraged to accommodate parent work schedules. Interpreters are provided as needed at these conferences to aid our non-English speaking parents. Frequently used forms, documents and correspondence are translated for our non-English speaking parents through translation services. Other test results are also presented to the parents including common unit assessments, benchmarks, STAR Reading and Math, Lexile scores, Accelerated Math, and Accelerated Reading results. Along with discussion of these results during conferences, teachers send home scores soon after tests have been given. Some immediate follow up may be provided with phone calls, emails, or conferences depending on the needs of a student or parent.

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

Carrollton City Schools believes that assessment results must be reviewed and shared in a timely and relevant manner and communicated in a way that can be used by the system, its schools, and stakeholders to aid the performance of individual students. All test results are received at the system office level through a data file. Results are provided to the schools and to appropriate central office personnel upon arrival. Carrollton Middle School uses a variety of methods to ensure that student performance and system assessment results are communicated to all stakeholders.

#### **Methods to inform teachers:**

- Staff meetings
- Professional learning opportunities
- Memos
- Team/ grade level/ departmental meetings
- School/ System Improvement Plans
- Individual student data

#### **Methods to Inform Parents:**

- Printed reports
- Parent conferences
- Powerschool
- Newsletters
- System Website
- Report Cards
- Newspapers
- State DOE Website
- PTVO

#### **Methods to inform community partners:**

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| <ul style="list-style-type: none"> <li>• System Website</li> <li>• Newspapers</li> <li>• State DOE Website</li> <li>• State DOE Report Card</li> <li>• School Governance Team Meetings</li> <li>• PTVO</li> <li>• School/System Improvement Plans</li> <li>• Board Meetings</li> </ul> |
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**13. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.**

Carrollton City Schools believes that assessment results must be timely, relevant, and communicated in a way that can be used by the system, its schools, and stakeholders to aid the performance of individual students. All test results are received at the system office level through a data file. Results are provided to the schools and to appropriate central office personnel upon arrival. The LEA conducts an annual review of the performance of Carrollton Middle School, and publicizes and disseminates the results, including statistically sound disaggregated results as required by law, to teachers and other staff, parents, and the community. School Improvement strategies include, but are not limited to, professional development utilizing Scientifically Based Reading Research (SBRR) strategies, activities to attract additional highly qualified personnel, and development of a Task Force to analyze and make recommendations to address achievement gaps.

**14. Provisions for public reporting of disaggregated data.**

Carrollton City Schools believes that assessment results must be timely, relevant, and communicated in a way that can be used by the system, its schools, and stakeholders to aid the performance of individual students. Therefore, the public reporting of data are as follows:

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| <ul style="list-style-type: none"> <li>• System Website</li> <li>• Newspaper</li> <li>• State DOE Website</li> <li>• State DOE Report Card</li> <li>• School Governance Team Meetings</li> <li>• PTVO</li> <li>• School/System Improvement Plans</li> <li>• Board Meetings</li> </ul> |
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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
The LEA, teachers, parents, and community stakeholders work together each year to provide input to design a school-wide plan that aligns with the System/school Improvement Plan and addresses the strengths and weaknesses of Carrollton Middle School.
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).
The Title I School-Wide Plan was developed with the stakeholders who will carry out the plan. The stakeholders provided input through stakeholder surveys, system level curriculum team meetings, monthly meetings of the School Governance Team/Title I School-Wide Planning Committee, grade level teacher teams, whole faculty study groups, PTVO and monthly faculty meetings. School improvement goals and activities are discussed and developed with the input of these partners and progress toward meeting those goals is outlined and presented to stakeholders on a monthly basis.
17. Plan available to the LEA, parents, and the public.
After yearly revision and adoption, this plan is available to the LEA, parents, and the public through our school's website, at the Annual Title I meeting and in our Parent Resource Center. A Title I parent newsletter is also sent home outlining the components of the Schoolwide Plan, the Title I initiatives.
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.
The Title I School Wide Plan, to the extent feasible, will be translated for non-English Speaking parents. The plan is currently available in English and in Spanish, the two primary languages of our CMS parent population.
19. Plan is subject to the school improvement provisions of Section 1116.
The plan is subject to the school improvement provisions of Section 1116.