



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

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: Gray Station Middle School		District Name: Jones
Principal Name: Mr. Wes Cavender		School Year: 2015-216
School Mailing Address: 324 Hwy 18 East Gray , GA 31032		
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ESEA WAIVER ACCOUNTABILITY STATUS		
(Check all boxes that apply and provide additional information if requested.)		
Priority School <input type="checkbox"/>	Focus School <input type="checkbox"/>	
Title I Alert School <input type="checkbox"/>		
Principal's Signature:		Date:
Title I Director's Signature:		Date:
Superintendent's Signature:		Date:
Revision Date:	Revision Date:	Revision Date:



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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.

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SWP/SIP Components

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

Response:

A. Gray Station Middle School has reviewed and revised our schoolwide plan with the participation and input of stakeholders who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were teachers from all grades and departments, school support personnel, school administrators, and parents.

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

- Brainstorming
- Academic and non-academic data analysis
- Better Seeking Team Meetings
- School Council Meetings
- State Longitudinal Data System
- Evaluation of current programs, strategies, and processes
- Root-cause analysis
- Review of the literature
- Horizontal and vertical collaborative conversations

C. We have taken into account the needs of migrant children by developing the following procedures should migrant students be in attendance:

Jones County Schools uses the Occupational Survey provided by the Migrant Education Program coordinator to provide initial screening for migrant students. Georgia Department of Education MEP Region 1 Office will determine eligibility. A system liaison makes contact with each migrant family to determine case-by-case needs. Migrant students are evaluated academically like other students in the school system to determine academic needs. All migrant students are eligible for Title I services and receive appropriate Title I services. Specific activities to address the needs of migratory families are provided. Such activities shall include informing children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services. A Migrant Parent Advisory Council is provided in conjunction with other Parent Involvement programs. Parent Outreach is provided in a language that is understood by the family, if possible. Translation programs are used for translation, as well as a private consultant when needed. Parents are presented information on EL, PEC, gifted, and other educational programs.

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<p>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).</p>
<p>D. We have reflected on current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. For example, teachers conducted an in-depth analysis of three years of CRCT scores to identify current strengths and weaknesses and also trends over time, as well as, current benchmark data. The planning team also looked at non-academic data to identify other areas that might impact student achievement. Details of the data assembled and used is available in Appendix I.</p> <p>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:</p> <ul style="list-style-type: none"> ➤ Students with disabilities specifically in the Math, Science and Social Studies content areas. <p>F. The data has helped us reach <u>conclusions</u> regarding achievement or other related data.</p> <ul style="list-style-type: none"> ➤ The major <u>strengths</u> we found in our program were: <ul style="list-style-type: none"> • The non-academic areas of attendance and discipline • Continual and consistent academic achievement in all subjects • The high student achievement in reading and ELA where CRCT scores are consistently in excess of 90% in all domains ➤ The major <u>needs</u> we discovered were: <ul style="list-style-type: none"> • Increase student performance in Social Studies and Science where some students struggle to read non-fiction texts • Close achievement gaps between students with disabilities (SWD), educationally disadvantaged (ED), and Ethnic subgroups • Increase Math achievement, specifically in Geometry • Increase achievement in reading fluency and comprehension • Improve transitions between schools and grades • Identify struggling learners in a more timely manner • Increase academic growth during the 6th grade year ➤ The <u>needs we will address</u> are to: <ul style="list-style-type: none"> • Improve math scores, particularly in geometry • Increase literacy, particularly in Science and Social Studies

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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).

- Further develop transition activities within the school and among schools
- Close the achievement gaps for SWD, specifically in Math, Science and Social Studies
- The specific academic needs of those students that are to be addressed in the schoolwide program plan will be:
 - Improve the ability of all students, and particularly of SWD, to read non-fiction texts with fluency
 - Improve geometric understanding for all students and particularly of SWD
- The three root causes that we discovered for each of the needs are outlined below.

Root Cause #1: The teacher training in close reading strategies, particularly in non-fiction texts, has not been a priority

Action: Provide teachers with close reading strategies, particularly in Science and Social Studies

Root Cause #2: There has been a lack of consistent, formative assessment strategies and timely follow-up.

Action: Develop, implement, and monitor a balanced system of formative assessments.

Root Cause #3: The need for transition meetings that involve vertical alignment and deeper discussion of student needs.

Action: Extend the transition activities between elementary and middle schools to support the socio-emotional growth of students.

Root Cause #4: This is a need for teachers to be able to identify where students have gaps in their math fluency.

Action: Math teachers will participate in training for the I Can math screener, which includes how to conduct the screener and interpret the scores.

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

Goals for All Students

	Grade 6 % Pass Rates				Grade 7 % Pass Rates				Grade 8 % Pass Rates			
	2013	2014	2015	2016	2013	2014	2015	2016	2013	2014	2015	2016
Reading	98.3	≥ 95	≥96	≥96	99.1	≥95	≥96	≥96	98.8	≥95	≥96	≥96
ELA	94.4	≥ 93	≥94	≥95	98.2	≥93	≥94	≥95	99.2	≥93	≥94	≥95
Math	93.4	≥89	≥90	≥91	97.3	≥89	≥90	≥91	96.3	≥89	≥90	≥91
Science	87.0	≥83	≥85	≥87	94.3	≥83	≥85	≥87	94.6	≥83	≥85	≥87
S.Studies	96.1	≥82	≥84	≥86	96.1	≥82	≥84	≥86	90.0	≥82	≥84	≥86

Goals for SWD

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	Grades 6-8		% Pass Rates	
	2013	2014	2015	2016
Reading	93.8	≥90	≥90	≥90
ELA	89.4	≥85	≥85	≥85
Math	81.4	≥80	≥80	≥80
Science	67.8	≥65	≥70	≥73
Social Studies	53.3	≥63	≥67	≥71

Non-Academic Goals

Goal	Measurement and Targets
Increase club involvement	% of students in 1+ activity Baseline to be determined and targets to be set
Increase career awareness	% responses on annual student survey Baseline to be determined and targets to be set
Develop parental database	Yes/No Annual implementation target
Improve transition to middle school	% students comfortable in 6 th grade % parents satisfied with transition activities Baseline to be determined and targets to be set
Increase parent involvement	% of parents attending activities Baseline to be determined and targets to be set
Raise awareness of current school programs	% positive responses on annual survey Baseline to be determined and targets to be set

2. Schoolwide reform strategies that:
Response:

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

Response:

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:

- Close reading in all content areas
- Improved transition strategies between grades and between schools
- Systematic use of formative assessment to track and monitor student progress
- The use of the Online Assessment System
- Online programs

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- 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).
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- Professional learning in the area of differentiation

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

Response:

We will implement strategies to improve upon our formative assessments and Close reading, as well as enhancement activities to support transitions years. These are supported through scientifically-based research as outline in Appendix II.

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

Response:

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

- Conducting an annual review of the schedule and class times to ensure instructional time is maximized
- Increasing emphasis on collaborative planning for all teachers
- Ensuring bell-to-bell instruction
- Increasing the use of formative assessments and Differentiated Instruction

- 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.

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Response:
The effectiveness of instructional methods can be measured by student academic achievement. The school has well-defined processes in place for analyzing student progress during the year and at the end of every year, such as, Universal Screeners and Benchmarks. The structures already in place will be used to monitor how well the needs of all students and vulnerable sub-groups such as African American, Economically Disadvantaged, and SWD children are being met.

3. Instruction by highly qualified professional staff

Response:
100% of certified and non-certified staff at Gray Station Middle School meet the requirements for Highly Qualified (HiQ).
Appendix III contains the HiQ Report and Appendix IV contains the HiQ Roster.

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.

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 address the root causes of our identified needs. For example:

- Further training on the process of Close Reading
- Reading strategies to use with struggling readers
- Strategies for reading in the content areas – reading to learn
- Transitioning to middle school – how to be successful
- Reviewing formative and summative assessments
- Finding ways to get parents more involved in education
- Further training about differentiated learning in the classroom

B. We will align professional development with the State's academic content and student academic achievement standards by:

- Implementing the CCGPS with fidelity
- Holding weekly collaborative grade level planning meetings to ensure equity of

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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.

- instruction and academic rigor
 - Holding weekly collaborative subject area planning meetings to ensure equity of instruction and academic rigor

C. 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.):

- Increase student use of interactive technology
- Provide on-site professional learning opportunities and training based on the identified needs of our school for teachers with the Instructional Coach and Parent Coordinator
- Seek out professional learning opportunities through RESA
- Begin purchasing an inventory of iPads for student use
- Begin purchasing an inventory of Surface 3 notebooks.
- Continue adding to our inventory of leveled-text resources

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

- The use of State Longitudinal Data System (SLDS)
- The use of the Georgia Student Growth Model (GSGM)
- Understanding the College and Career Readiness Performance Index (CCRPI)
- Writing rigorous assessments

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

Gray Station Middle School has an extremely low teacher turnover rate. The large number of student teachers who work in the school provides a good pool of prospective employees. When openings arise, district office staff thoroughly examines all applications and selected candidates go through a rigorous and highly structured

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interview process.

Staff deficiencies are addressed individually through the Teacher Evaluation process.

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

Response:

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 using a variety of different media, including:

- Automated telephone call-outs
- Personal telephone calls
- Newsletters
- E-mail blasts
- School and teacher web sites
- Open Houses and special events nights
- School Council
- Digital marquee

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:

- Including policy revisions in the annual Title I meeting
- Placing the policy on the website and making it available at the school
- Coordinating access through Family Connections

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:

- Sending home invitations
- Posting information on our school's website
- Using the One-Call system
- Posting information on the school's digital 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:

- Conducting an annual Needs Assessment to determine parent preferences
- Scheduling meetings at a variety of times mentioned by parents

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- 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 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:
- Sending home and making available on the web, information about expectations for each class
 - Sending home regular progress reports
 - Providing parents information about Lexile Scores and the GSGM
 - Holding parent-teacher conferences
 - Holding parent meetings
 - Holding an annual Title I meeting
- 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:
- Including parents in an annual review of the compact
 - Sending the compact home in the beginning of the year package
- 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:
- Holding curriculum nights
 - Providing informational written material to parents
 - Giving parents information during parent conferences, 504, Response to Intervention (RtI) and other progress monitoring and/or placement meetings
- 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:
- Training parents to use the Parent Portal in Infinite Campus
 - Piloting a Bring Your Own Device (BYOD) program including:
 - Parent training
 - Student training
 - Preparing a BYOD protocol and procedures
- I. 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

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<p>coordinate parent programs, and build ties between parents and the school, by:</p> <ul style="list-style-type: none"> • Hiring a parent coordinator • Using the parent coordinator to explain and demonstrate best practices for parent contact • Training teachers to use SLDS and the GSGM <p>J. We will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:</p> <ul style="list-style-type: none"> • Develop and support the Parent Resource Center • Work closely with Jones County Family Connections <p>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:</p> <ul style="list-style-type: none"> • Using translation programs to convert documents to other languages when needed • Using a variety of media including telephone, email, newsletters, and websites <p>L. We will provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand, by:</p> <ul style="list-style-type: none"> • Using translation programs to translate documents as needed • Providing interpreters when needed • Encouraging additional teachers to get the ESOL endorsement
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<p>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.</p>

<p><i>Response:</i></p> <p>Our school system plans activities for assisting preschool children in the transition from early childhood programs. Our system has also developed transition plans for students entering middle school or high school and for students entering from private schools including students entering our schools throughout the school year.</p> <p>This has been identified as an area of need for Gray Station Middle School. The school will be developing a detailed plan to support higher student achievement by upgrading</p>
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<p>student transitions. Current strategies are listed below:</p> <p><u>5th to 6th Transition:</u></p> <ul style="list-style-type: none"> • Parent orientation in the spring • Spring classroom visits • Summer Transition Camp for rising 6th graders • Fall parent night <p><u>8th to 9th Transition:</u></p> <ul style="list-style-type: none"> • Summer Transition Camp for rising 9th graders • Spring school visits • Registration Nights <p><u>Private School and Mid-year Transitions:</u></p> <ul style="list-style-type: none"> • A personal tour for students and parents provided by a counselor • Academic screening for students coming from home schools

<p>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.</p>

<p><i>Response:</i></p> <p>The ways that we include teachers in decisions regarding use of academic assessments are:</p> <ul style="list-style-type: none"> • Data analysis during common planning time • Developing common unit and benchmark assessments with Clifton Ridge • Building a Data Room • Conducting a comprehensive annual data review • Professional Learning sessions with faculty on assessments, e.g. CCRPI, SLDS, GSGM • Requiring a grade level analysis of student achievement data • Better Seeking Team meetings • School Council meetings • Attendance Committee meetings
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<p>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.</p>
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<p><i>Response:</i></p> <p>We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely, and additional assistance. Those activities (especially for those students who are struggling) include:</p> <ul style="list-style-type: none"> • Using RtI universal screeners as the basis for interventions • Using Destination Math

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<ul style="list-style-type: none"> • Implementing Close Reading • Providing a 10 week after-school tutoring program in Math and Science • Offering before and after school tutorial sessions with individual teachers • Parent Conferences • Conferences and workshops with Title I Parent Coordinator • Using Title I money to supply the following resources: <ul style="list-style-type: none"> ○ Employing Title I Parent Coordinator = 25% ○ Technology (including 30 iPads and 3 Surface Pro 3's) = 65% ○ Instructional Supplies = 10% <p>The school provides:</p> <ul style="list-style-type: none"> • RtI training to teachers monthly throughout the year • Discussions on interventions needed in collaborative meetings • A focus on instructional interventions at the Tier 1 level

<p>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</p>
<p><i>Response:</i></p> <p>The following funding streams will be used to support high student achievement:</p> <p>Federal Funds:</p> <ul style="list-style-type: none"> • Title I • Title IIA • Title III • E-Rate <p>State Funds:</p> <ul style="list-style-type: none"> • Quality Basic Education (QBE) • Professional Learning funds • Media funds <p>Local Funds:</p> <ul style="list-style-type: none"> • Local fair share funds • PTO • E-SPLOST

<p>11. Description of how individual student assessment results and interpretation will be provided to parents.</p>
<p><i>Response:</i></p> <p>Parents are provided with assessment results in a variety of ways, including:</p> <ul style="list-style-type: none"> • Sending home GMAS results (when available)

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- Sending home Progress Reports
- Sending home Report Cards
- Providing information at Open House and Curriculum Nights
- Training on the GSGM
- Providing access to Infinite Campus through the Parent Portal
- Providing link to GaDOE = <http://www.gadoe.org> in order for parents to find information about interpreting testing data

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

Response:
Data on student achievement is gathered through:

- Benchmark assessments
- Data Director item analysis
- SLDS
- GSGM
- In-class informal and formal assessments
- Teacher study of student work

The System Testing Coordinator ensures Gray Station Middle School receives testing information, updates, and results. Our School Testing Coordinator meets regularly with teachers to share important information and updates about testing, as well as, test results. Data Director is used to assess benchmarks. SLDS is used to analyze individual student performance over time. Additionally, SLDS is a source of data that helps teachers plan for individual needs of students, which aides in the practice of differentiation in the classroom. Program for Exceptional Teachers will hold regular IEP meetings to look at and analyze data to determine the best plan for individual students.

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

Response:
All of the GMAS reports and scores come from the Georgia Department of Education (GaDOE). The GaDOE has ensured that all scores are valid and reliable.

14. Provisions for public reporting of disaggregated data.

Response:
Disaggregated school data is publicly reported in several ways. Annual GMAS reports are published in the local newspaper. Parents receive information through newsletters, conferences, meetings, and the website. Moving forward, CCRPI data will be published in the same way.

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



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needed to develop and implement the schoolwide program

Response:

The plan was reviewed and revised with Gray Station Middle School stakeholders that included teachers and parents during the 2014-2015 school year.

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

Response:

Gray Station's plan was developed with input from a variety of internal and external stakeholders. The Planning Team was comprised of representatives from every grade level and also included support staff, administrators, and non-certified staff members.

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

Response:

To ensure that the plan will be easily accessible and freely available to the public, a copy is available in the main office and the Parent Resource area. The plan is also posted on the school's website.

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

Response:

Translation programs are used for translation as well as a private consultant when needed. Parents are presented information on EL, PEC, gifted, and other educational programs.

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

Response:

Gray Station Middle School regularly consults with the district's Title I Director on fiscal and organizational issues. The Title I Director has established a system of checks and balances to ensure that schools are in compliance with all requirements of Section 1116. The school will use Title I funds to supplement, not supplant, other funds that would otherwise come from non-federal sources.

Appendix I: Academic and Non-Academic Data

1. Academic Data

ELA CRCT: ALL

	Grades 6-8	Grade 6	Grade 7	Grade 8
2012-2013	97.3%	94.4%	98.2%	99.2%



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2011-2012	95.7%	94.1%	97.3%	95.7%
2010-2011	95.3%	94.3%	97.5%	94.0%

Reading CRCT: ALL

	Grades 6-8	Grade 6	Grade 7	Grade 8
2012-2013	98.7%	98.3%	99.1%	98.8%
2011-2012	97.1%	96.5%	98.1%	96.8%
2010-2011	95.4%	94.2%	94.9%	97.3%

Math CRCT: ALL

	Grades 6-8	Grade 6	Grade 7	Grade 8
2012-2013	95.7%	93.4%	97.3%	96.3%
2011-2012	82.2%	82.9%	94.9%	72.2%
2010-2011	83.8%	84.9%	94.2%	72.5%

Science CRCT: ALL

	Grades 6-8	Grade 6	Grade 7	Grade 8
2012-2013	91.9%	87.0%	94.3%	94.4%
2011-2012	83.6%	74.6%	89.1%	86.7%
2010-2011	80.9%	76.4%	91.4%	74.3%

Social Studies CRCT: ALL

	Grades 6-8	Grade 6	Grade 7	Grade 8
2012-2013	89.9%	96.1%	96.1%	90.0%
2011-2012	82.6%	73.1%	90.2%	84.2%
2010-2011	81.9%	79.6%	88.2%	77.5%



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2. Non-Academic Data

Student Attendance

School Year	Grade 6	Grade 7	Grade 8	Total
2012-2013	255	243	267	765
2011-2012	287	299	302	888
2010-2011	322	292	272	886

Student Ethnicity

School Year	Asian	Black	Hispanic	White	Two + Races	Total
2012-2013	3	153	15	577	16	765
2011-2012	3	181	15	673	13	888
2010-2011	5	183	7	682	8	886

SWD

School Year	#	%
2012-2013	99	13%
2011-2012	111	12.5%
2010-2011	94	10.6%

Economically Disadvantaged

School Year	#	%
2012-2013	278	36%
2011-2012	330	37%
2010-2011	336	38%

Student Retention

School Year	Retained	Male	Female	White	Black	ED	SWD
2012-2013	4	2	2	2	2	3	0
2011-2012	3	3	0	1	1	1	0



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Appendix II: Selected Annotated Research

Topic1: Formative Assessment Strategies

Nolen, S. B. (2011). The role of educational systems in the link between formative assessment and motivation. *Theory Into Practice*, 50(4), 319-326. Retrieved from <http://www.tandfonline.com/doi/abs/10.1080/00405841.2011.607399>

Findings:

- Formative assessment supports student achievement and motivation
- To support student learning, educators need to communicate clearly and provide students with opportunities to learn what is valued, and use assessment and assessment data to make valid decisions about who has learned what, and what to do next
- Formative assessment and feedback communicate standards and show students how their work measures up to those standards (the gap between their “current” and “desired” performance).
- Feedback can have different effects on students due to many factors: social settings, student and teacher relationship, student’s goals, engagement, interpretation, & sensitivity of student.
- “Critical” feedback can be constructed in terms that encourage student to progress while providing the needed information about work quality and potential strategies
- Specific feedback is needed; Specific instructions about how the student may improve work aimed at achievable but challenging steps and phrased in a way that creates confidence in the student’s ability to learn.
- Two primary reasons for formative assessment
 1. Provides information that can help teachers plan or modify instruction.
 2. Provide feedback to help students learn and improve their performance
- When teachers use formative assessment to plan or modify instruction, improvement between what students need and what they actually get.
- More effective if students are able to act on feedback by revising/resubmitting the same work
- The value of feedback is reduced when punitive grading is used.
- Research suggests that, “providing specific information about performance related to standards ...leads to increased motivation and persistence, and is perceived by students to be more fair and effective than normal praise, extrinsic rewards, or grades” (p. 322)
- Formative assessment supports student learning and engagement NOT monitoring.
- Enacting formative assessment requires both pedagogical and content-area expertise and become embedded in teaching and assessment practices

Wylie, E. C. (2008). *Formative Assessment: Examples of Practice*. Retrieved from http://ccsso.org/Documents/2008/Formative_Assessment_Examples_2008.pdf

Findings: This article defined formative assessment as a process used to give feedback during students’ learning so that the teacher can adjust to improve students’ achievement.

- The following five attributes render formative assessment most effective:
 1. Learning Progressions-Learning progressions should have sub goals for the main goal.
 2. Learning Goals and Criteria for Success- that are clearly communicated to the students.

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3. Descriptive Feedback- Evidence-based feedback linked to the instructional outcomes.
 4. Self and Peer-Assessment- Students can think meta-cognitively about their learning.
 5. Collaboration- Classroom culture where teacher and students are partners in learning.
- The article gives five vignettes of different classroom assessments with a brief discussion as to whether it is or is not an example of formative assessment and why.
 - Eight more vignettes relate to the five attributes of effective formative assessment.

Citation #3: Dodge, J. (2013). What Are Formative Assessments and Why Should We Use Them? 25 *Quick Formative Assessments for a Differentiated Classroom* , 1-5.

Findings:

In Judith Dodge's article, she talks about the importance of using formative assessments since they focus on assessment *for* learning rather than just assessment *of* learning. As teachers, we need to support students during the learning process to better prepare them for the summative assessment. Judith also mentions how formative assessments should not be graded, since they are more for practice to help students master a concept. They are also important since they help with differentiating assignments/instruction in the classroom.

Dodge also includes various examples of assessment, such as reflections, charts and graphic organizers, and collaborative activities. One specific activity mentioned is the Exit Card, where students will write down an answer or response to a question or solved a problem. The teacher can take the cards to see where each student is in terms of the content being covered – still needs practice, ready to apply the skill, ready to go deeper). Dodge also mentions that the easiest way to keep track of the data is to simply use a clipboard and jot down notes when noticing a student struggling with a specific standard/skill.

Dodge also talks about using the data to differentiate instruction and how that is an important component of the RTI process as well.

Citation #4: Dodge, J. (2013). What Are Formative Assessments and Why Should We Use Them? 25 *Quick Formative Assessments for a Differentiated Classroom* , 1-5.

Findings:

Reasons for it:

- Check for understanding along the way
- Guide teacher about future lessons
- Provide feedback to students so they may improve

Types: A variety of formative assessment types gives a more accurate idea of what students know and understand

- Small group discussion so that teacher may quickly correct misconceptions
- Summaries and reflection: stop and reflect, make sense of what they have seen and heard
- Lists and Charts: organize information in graphic organizers
- Visual representations of information where words and pictures make connections and increase memory
- Exit cards: TOTD help plan for future classes by identifying those needing mini-lesson reviews

Differentiate instruction based on formative assessments:

- Who needs my attention now? Which students need a different approach?
- Which students are not learning anything new or being challenged?
-

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<p>Citation #5: What Are the Advantages & Disadvantages of Formative Assessment? (n.d.). <i>Everyday Life</i>. Retrieved November 12, 2013, from http://everydaylife.globalpost.com/advantages-disadvantages-formative-assessment-28407.html</p>
<p>Findings: Formative Assessments allow teachers to check for understanding during the lesson instead of waiting until the completion of the lesson to assess student learning.</p> <ul style="list-style-type: none"> • Advantages: <ol style="list-style-type: none"> 1) Not graded 2) Less anxiety for students if not graded 3) Practice to get assistance 4) Teachers check for understanding 5) Teachers address issues early instead of at end of unit 6) Teachers have less re-teaching at end of unit • Disadvantages: <ol style="list-style-type: none"> 1) Sacrificing time to assess during a lesson (time consuming) 2) Fear of not having time to finish the lesson and having to rush through them 3) Teachers lack of training on how to use formative assessments successfully 4) Students do not take them seriously since they don't have a point value or graded. 5) They can give teachers misleading information. • Types of Formative Assessments <ol style="list-style-type: none"> 1) Summarizing techniques 2) Graphic organizers 3) Collaborative learning activities
<p>Citation #6: Boston, Carol (2002) The concept of formative assessment. <i>Practical Assessment, Research & Evaluation</i>, Retrieved November 7, 2013 from http://PAREonline.net/getvn.asp?v=8&n=9</p> <ul style="list-style-type: none"> • Beneficial changes in instruction should come from formative assessment. • Include teacher observation, classroom discussion, and analysis of student work, including homework and tests. • Assessments are formative when used to adjust teaching and learning to meet student needs. • Significant learning gains will be the result of formative assessment strengthening. • Students will be encouraged to focus their attention thoughtfully on the task when they receive specific comments about their performance and suggestions for improvement. • Self-evaluation, when taught properly, allows students to participate in formative assessment. • Questioning and classroom discussions are forms of formative assessment. • Teachers should ask thoughtful, reflective questions rather than factual ones. • Teachers should give students time to think and respond. • Formative assessment can include tests and homework when the teacher analyzes the work and provides specific, focused feedback. • Frequent short tests are better than infrequent long ones. • New learning should be tested within a week of first exposure.

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- Teachers should work together to develop quality formative assessments. Outside sources can be used for gathering good quality assessment questions.
- Training and professional development are essential for teachers to make meaningful changes.
- Teachers need time to reflect on their formative assessment results.
- Teachers should observe and consult with other teachers.
- State tests provide a moment in time snapshot of student performance.
- Formative assessment helps teachers to track and monitor student growth over time.

Topic 2: Transition Strategies

Citation #1:

Firchow, N. (2013, May 19). Smoothing your child's transition to middle school. *GreatSchools*. Retrieved from <http://www.greatschools.org/special-education/health/980-smoothing-your-childs-transition-to-middle-school.gs>

Findings:

The top three fears of students that are entering middle school are:

Logistical – Where is everything? Will I get lost? If I get lost, what do I do? Simple solutions to ease these fears include tours of new school, studying the school map, previewing the handbook and web site, and taking advantage of open houses, orientations, and summer programs offered at the new school.

Social – Will I have any friends in my classes? Will I be able to make friends? Will older kids bully me? Will I have to eat lunch by myself? Students should take part in extracurricular activities at school and outside of school. Parents can talk about how to meet and make new friends and practice these skills.

Academic – Will the work be harder? Will I have more work? How much homework will I have? Who do I talk to when I don't understand something? Will the teachers expect more out of me? It is normal for a student's grades to drop when they come to middle school. Parents and students can meet teachers ahead of time and discuss these issues. Parents need to communicate the strengths, weaknesses, and needs of their children with their teachers as soon into the year as possible. Parents also need to keep being involved in school and meet with the teachers regularly. Parents and teachers need to teach students how to manage having several teachers, how to study and be organized, where/who to go to for extra help, etc. Students need to utilize their teachers' web pages for information and have a classmate they can call on for help. Students need to be taught to advocate for themselves as much as possible.

Citation #2:

McDonald, E. (2010). A quick look into the middle school brain. *Principal, January/February*, 46-47.

Findings:

- The brain is made of three parts: the first, second and third brain.
- The first brain, or reflex brain, controls basic bodily functions such as swallowing, digesting, eye blinking and eating. The "fight or flight" reflex is also found in this area of the brain.
- The second brain, or feeling brain, controls emotions. During puberty, hormones are pumped into the bloodstream, causing high emotions in adolescents to quickly escalate.
- The third brain, or thinking brain, is the largest and surrounds the other two parts. It stores knowledge and memories. Solving problems, making goals, reflecting over behavior and actions, and making choices happen in this part of the brain.

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- The brain is not fully mature until around 25 years of age. Adolescents do not have the brain maturity that enables them to stay organized, show responsibility, plan or prioritize.
- The part of the brain that controls motivation is still developing in adolescence.
- Strong emotion can overshadow thoughts and influence behavior.
- If a student is experiencing hunger, thirst, or needs to go to the bathroom, then all thoughts are focused on meeting these needs. The third brain goes into 'idle' mode until these issues are resolved.
- Tips for Teachers:
 - Create a nonthreatening environment where students feel safe.
 - Provide healthy snacks.
 - Create restroom procedures or for getting a drink without interrupting instruction time.
 - Offer students opportunities to share feelings when entering the classroom e.g. journal writing
 - Provide classroom space for students to calm down and have 5 minutes to regroup.
 - Teach students the concept of the three part brain. Ask students to think of issues that might interfere with their third brain.
 - Provide structure and guidance.
 - Use checklists and teach students how to prioritize especially with long-term projects.
 - Be patient. Work with the student to help him or her make better choices.

Citation #3:
Middle school matters: A guide for Georgia schools on middle school transition. (n.d.). *Georgia Department of Education*. Retrieved November 5, 2013, from <http://www.gadoe.org>

Findings: The GDOE Education has done extensive research on improving students' academic achievement in middle school including a "tool kit" to ease the problems created by this key transitional year. This transition guide is over 90 pages and completely lays out a transition plan including reasons for a plan as well as very specific activities for students, parents, and teachers. It includes surveys for 5th grade students and their parents to help the 6th grade teachers understand their upcoming students' fears and concerns. There are many transition activities included, some to be done in the 5th grade and others to do during the summer and throughout the 6th grade school year. There's a complete plan for a middle school transition camp that covers everything the planner needs.

Citation #4:
Mullins, E. R., & Irvin, J. L. (2000). What research says: Transition into middle school. *Middle School Journal*. Retrieved November 4, 2013, from <http://www.chappaqua.k12.ny.us/district.cfm?subpage=964472>

Findings: As early as the 1960's, educators understood that there's an academic decline for the majority of students in junior high/middle school that is highly related to academic motivation (or more appropriately, the lack of motivation). During this transition, many students feel it isn't "cool" to be smart and/or work hard to make good grades. The social attitude of most middle school students is much more important than academics to them. Many students feel like their teachers don't care as much as their elementary teachers did and feel overwhelmed with the larger numbers of students in their classes. Many students' self-esteem suffers when they start middle school (not only because of transition but also because of factors like puberty, dating, and family issues). Middle school is a stressful time for students because of the changes in themselves and their schooling. Students and parents should be given surveys during 5th grade asking about their fears and concerns and middle school officials need to study the data to gain a clearer understanding of the transition problems in their school. Students need more opportunities

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<p>for decision making and to have closer relationships with teachers and adults. The adults in their lives need to structure students' time to limit time with peer group and minimize their influence.</p>
<p>Citation #5: Niesen, V., & Wise, P. S. (2004). Transition from elementary to middle school: Strategies for educators. <i>Journal of School Psychology, S(3)</i>, 163-165.</p>
<p>Findings: Middle school student are concerned about getting to class on time and keeping up with their materials for several classes/teachers. Middle school teachers are concerned about the reduced amount of parent involvement, the students having to work with more teachers, and about the students' understanding of new grading standards and procedures and more long-range assignments. Some possible solutions that can ease transition:</p> <ul style="list-style-type: none"> • encourage participation in extra-curricular activities • encourage parent involvement • make the school a community resource center • provide opportunities for students to meet each other
<p>Citation #6: Ohio Department of Education. (2006). Helping your child make successful transitions: Elementary to middle school. <i>Education.com</i>. Retrieved November 7, 2013, from http://www.education.com/print/transition-elementary-middle-school/</p>
<p>Findings: "The importance of parents being involved in their child's transition from elementary to middle school cannot be over-estimated. While many parents think they need to give their child more independence, children this age still need the attention and support of a parent to see them through this transition. Parents can help make this transition a positive experience for their children, giving them a sense of self-confidence and accomplishment." Tips for parents to help their child with the transition:</p> <ul style="list-style-type: none"> • Visit the building • Ask for the school handbook prior to the beginning of the school year and read it with your child. • Visit the school web site and explore it with your child. • Attend every event you can at the school including orientations and open houses.
<p>Citation #7: Pickhardt, C. E. (2011). Adolescence and the transition to middle school. <i>Psychology Today</i>. Retrieved November 6, 2013, from http://www.psychologytoday.com/blog/surviving-your-childs-adolescence/201104/adolescence-and-the-transition-middle-school</p>
<p>Findings: <i>Middle school is an adjustment for students.</i> Fifth graders experience many anxieties about what middle school can be like. Students go from being at the top of the heap in 5th grade to the bottom of the heap in 6th grade. School life is very different with more teachers, a larger environment, more responsibilities, lockers for storing belongings and students who are competing socially.</p> <p><i>Middle school is an adjustment for parents.</i> With students having multiple teachers, there is no one teacher parents can go to. Many parents face the same fears as their children.</p> <p><i>The middle school mission is different.</i> It is not that middle school teachers care less; they care differently. Part of the mission of middle school is helping students learn the self-management and social system</p>

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skills that will be necessary to successfully cope with high school. The social system skills can be known as the three C's. "Comply with rules, Conform to routines, Cooperate with authority."

There is a larger disciplinary discrepancy in middle school. Disciplinary referrals for boys are significantly greater than for girls as male students may express their sense of emerging manhood by being more resistant to being told what to do by adult authorities, particularly when in front of their peers. *Social cruelty at school comes into serious play* – In middle school, treating each other meanly is a means to secure social membership and standing. Most commonly attacked are students who appear different or weak. Even if they do not see it, all students witness bullying around them.

There is an achievement drop for many middle school aged students. With all the changes at this time, a loss of academic focus and motivation occurs. Teachers cannot assume students will learn from failure. Most young people at this age do not self-correct from academic failure but simply adjust to working less and to accepting more failure. Self-esteem does go down as performance lowers.

There are ten steps parents can take to support a successful entry and passage through middle school.

- (1) Understand that middle school is not elementary school
- (2) Identify and try to alleviate common entry fears of middle school. Attending school orientations help both students and parents.
- (3) Expect early adolescent changes in children
- (4) Supervise the completion of all homework.
- (5) Help children learn to function in a larger environment
- (6) State the desire to be told about any social cruelty that occurs
- (7) Inform children about the normal changes that come with puberty
- (8) Enroll children in social activities outside of school
- (9) Encourage the development of multiple sources of self-esteem

10. Monitor electronic communication

It should be added that though students are more socially aggressive in middle school, they are often more physically aggressive in elementary school. There is much conflict that occurs in elementary school during the many hours of playground time. At any level, administration needs a strict policy on any type of bullying or harassment. Some students are mean to peers for no social standing, but because they see harassment or have experienced it themselves, or for some other reason they think is justified.

We need to recognize students that are the nicest students- not by teachers' standards but by students' votes. Athletics are very good for students but middle and high schools need to do all they can to give acclaim to students who excel in other areas as well.

The adjustment to middle school needs to begin in elementary school. Elementary schools do not need the same rules and procedures for the 4th and 5th graders that apply to the younger grades. Middle school can be a positive time for students when personalities are developing and students are still silly and fun.

Citation #8:

Schumacher, D. (1998). The transition to middle school. *Education.com*. Retrieved November 4, 2013, from <http://www.education.com/>

Findings: Transitioning from one school level to the next can be very stressful for students, especially when it involves changing buildings. The transition from elementary to middle school is difficult because of the major changes in the structure of the schools, the number of years a student has potentially been at his/her elementary school, and because students are going into full blown adolescence. Mentally and

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physically, they are changing at a rapid pace and outside changes compound their insecurities. Common fears of students transitioning into middle school are getting to class on time; finding and opening lockers; having the right stuff for the right class; getting through crowded halls; and remembering where to go. They also have concerns about being the youngest students in the school when they've been the oldest before. The good news is that these fears can be alleviated with proper planning and preparation. Transition plans should involve students, parents, teachers, and staff from all schools in the transition process. Once a transition plan is created, it should become protocol and repeated year after year. The transition plan/protocol needs to start in 4th and/or 5th grade and should include many transition activities throughout the 5th grade (when students are still comfortable and eager to get information about middle school). The biggest focus of the transition plan involves transition activities that take place throughout the 5th grade school year, continue into the summer, and into 6th grade.

Citation #9:

Sparks, S. D. (2011, November 28). Study links academic setbacks to middle school transition. *Education Week*. Retrieved November 7, 2013, from <http://www.edweek.org/>

Findings: There has been much focus on the transition into high school, however, this study shows the middle school transition is much more significant and likely to negatively impact students academically. The middle school transition takes place while students are already experiencing tremendous physical, cognitive, and emotional changes. Because middle school students are at different stages of adolescence, there is a huge variety in students' maturity. Research has shown that schools with higher levels of achievement and lower drop-out rates were being more intense and intentional looking at student data during the middle school transition and putting interventions into place quickly. It's important that all involved realize that transitions that are effective are a process, not an event. Some suggested transition activities that have worked in other schools include: 1. Having 6th grade teachers fill out academic history reports on each student that includes test scores, problem areas, etc. These sheets allow teachers to plan interventions based on their specific students' needs. 2. Fifth grade students need time in the middle school before attending school. This can be done through campus tours, attending after school activities at the middle school like ball games and other social events. 3. Providing each 6th grader with their own personal adult advocate to help them navigate their changing academic, physical, and social changes

Citation #10:

Vicker, B. (2003). Transition to middle school. *The Reporter*, 8(3), 19-21.

Findings: The middle school transition is even more difficult for students with autism (and with any other special needs). All of the fears of the "normal" student are magnified for students with Autism Spectrum Disorder (ASD). Regular, everyday changes are not easy for these students, so something as hugely disruptive as changing schools is even more frightening for them. Careful planning for this transition is essential and should be an on-going process that begins in elementary school. The majority of transition activities should take place all throughout the 5th grade school year and elementary teachers should do as much as they can to prepare students for the changes at the next level. The elementary school staff can gather data to share with middle school, work with the middle school teachers to know the needs of the students before they come, and develop portfolios to send to middle school that shows students' strengths and weaknesses. Fourth and fifth grade teachers need to start preparing their students for the changes that are going to take place in middle school. Elementary staff should also prepare their students' parents for these changes as well. Parents should be told ways they can help their child during the summer to ease the transition. Students should not only be given tours of the school while they are in 5th grade, they should be allowed and encouraged to visit the school as many times as they want. Middle school staff should establish a protocol where this is possible without disrupting instruction. Transitioning students can look through previous year-books of the middle school, watch videos of activities happening at middle schools, and maybe be invited to attend some social functions at the middle school like ball games, dances, honors nights, family events, and more. Teachers at the middle school need to be informed as

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soon as possible of any students they are going to be receiving with special needs so that their needs can be addressed before they ever come to middle school (plans should be in place before school starts).

Citation #11:

Wormeli, R. (2011). The middle/high years/movin' up to the middle. *Educational Leadership*, 68(7), 48-53.

Findings: Middle school years are the most transformative years of a person's life. Most adults have powerful stories of middle school experiences because the changes are that significant. Teachers/staff working with middle school students need to understand (and remember) that the students are not only coping with leaving the school they've attended for maybe 6 years, but are also experiencing rapid changes in their bodies and minds due to puberty. Learning to handle issues constructively during these years helps them deal with stressful situations when they're grown. It's important that middle schools have a carefully planned out transition program for incoming middle school students. There are five key points to consider when developing a transition program: 1. Understand Students' Concerns about Belonging – Belonging is a primary concern for students coming to middle school. It's important that students are put with the right teachers and made to feel like they are being successful in middle school. Having 5th graders shadow sixth graders is a great way to begin this process. Encouraging students to join clubs, sports, and other extracurricular activities help students feel that they belong. Teachers can also do team building activities with their students that aren't on sports teams. 2. Empathizing with Students – "...given all the growth taking place-the mistakes, conflicts, insights, joy, tension, wisdom, and risk taking" during middle school, it's no wonder students feel like every day is the end or beginning of life as they know it". Middle schools with the smoothest transitions have faculty members that are able to get in touch with their inner young adolescent. They can remember how tough it was when they were that age and be empathetic. 3. Understanding the Characteristics of the Age Group – These students are growing at rapid rates (and the brain doesn't catch up for quite a while), are often more hungry than other times of their development, are very self-conscious of their changing bodies, want more than anything to be independent but also crave social connections. They are also learning that adults can be wrong and how to handle it when that happens. 4. Focusing on the Positive – Students come to middle school understanding that they are supposed to grow and become more independent students and learners. Often the first days of middle school students are faced with a barrage of rules and lists of the things they cannot do. Teachers should focus on the new things students can do that they couldn't do in elementary school. If there aren't many new privileges or opportunities for students to become more independent, then they need to be created for them. Instead of using rules to enforce more control on middle school students, they need more freedom and need to be taught self-regulation. "Marching as a class to the lunchroom and back, with the teacher monitoring their every move, is insulting." Instead students need to be taught why they need to be orderly going to lunch and to build autonomy instead of dependence. 5. Offer Hope – Unfortunately many adults try to prepare students for middle school by making them afraid of the next step. Students need a clear idea of what to expect, advice on how to handle situations that might happen in the new environment, and the assurance that they will be ok and are prepared for this next step of their lives. Teachers can build hope in their students or suck it right out of them. Good teachers know how to treat students with respect no matter how the student acts. When students know a teacher is going to treat them with respect and dignity, they are able to be hopeful of good outcomes in class and at school. When students are treated without dignity and respect, they hate school and lose all hope of it working for them. Finally, even if these five components are addressed while creating a transition plan, it won't work unless it's started early enough to have students really prepared for their next step.

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Topic 3: Close Reading

<p>Citation #1: Dobler, E. (2013). Authentic Reasons for Close Reading: How to Motivate Students to Take Another Look. <i>Reading Today</i>, 13-15. Retrieved from http://www.reading.org</p>
<p>Findings:</p> <ul style="list-style-type: none"> • Close reading helps to deepen comprehension by engaging students in their reading. • Close reading gives students a unique and specific purpose for reading during each read. • Some concepts to include are: vocabulary, unfamiliar concepts, and gaps in information. • Close reading within literature circles helps create accountability among students and can be a motivating factor for developing the stamina required to read a complex text. • It is key to provide authentic and unique purposes for all re-reading of texts. • Students must understand when a closer reading is needed and when a single reading is adequate. • “The knowledge, motivation, and confidence gained (from Close reading) are positive benefits that can be transferred to other reading experiences.”
<p>Citation #2: Jago, C. (2012) Closer Reading for Deeper Comprehension: Uncommon Sense About the Common Core. <i>Adolescent Literacy in Perspective</i>.</p>
<p>Findings:</p> <ul style="list-style-type: none"> • 80 to 90 percent of CCSS in reading require text-depth analysis. (This is a fact we should be aware of but not let it drive the development of instruction.) • Close reading suggests in regards to instruction, that questions be posed to students, should focus on <u>what</u> a text says before focusing on its <u>meaning</u> and its significance. (Developing the big picture from the ground up encourages paying attention to details.) • Prereading, either directing students to make self-to-text connections or increasing background knowledge had come under criticism as of late. • Teachers should identify what text will be problematic for students instead of explaining it to them. • Too often teachers pepper students with questions not allowing them to digest or contemplate what they have read.
<p>Citation #3: Boyles, N. (2013). Membership. <i>Educational Leadership: Common Core: Now What?: Closing in on Close Reading</i>. Retrieved from http://www.ascd.org/publications/educational-leadership/dec12/vol70/num04/Closing-in-on-Close-Reading.aspx</p>
<p>Findings:</p> <ul style="list-style-type: none"> • Close Reading means reading to uncover layers of meaning that lead to deep comprehension. • Directing student attention to the text itself empowers students to understand central ideas and key supporting details. • It leads students to arrive at an understanding of the text as a whole. • Reading closely is the most effective way to achieve deep comprehension. • Using short texts like primary documents, short articles and scenes from a play, allows students to make more passes through the entire sequence of a text. • Teach students to ask questions like: <ul style="list-style-type: none"> ○ What is the author telling me? ○ Are there any hard/important words? ○ What does the author want me to understand? ○ How does the author play with language to add to meaning?

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- If students answer these types of questions, there is less need for the teacher to do all the work.
- Students need to be able to recount the message of the text in their own words.
- Close reading should begin in the primary grades where college and career readiness begins.
- Close reading means reading to uncover layers of meaning that lead to deep comprehension.
- Read and reread.
- Being able to reflect on text.
- The aim is for students to use Close Reading strategies independently.
- A significant body of research links the close reading of complex text-whether the student is a struggling reader or advanced-to significant gains in reading proficiency and finds close reading to be a key component of college and career readiness.

Citation #4:
Shanahan, T. (2012, June 18). Retrieved from www.shanahanliteracy.com/2012/06/what-is-close-reading.html.

- Findings:
- Emphasize readers figuring out a high quality text
 - Readers must re-read texts.
 - First reading=figuring out what the text says, purely a matter of reading comprehension
 - Second reading=focus on figuring out how the text works-e.g. how did the author organize it? What was the quality of the evidence? What literary devices were used and were they effective?
 - Third reading=going deeper and making connections-e.g. what does it have to say about me about my life or world? How do I evaluate the work's quality? How does this text connect to other texts?
 - Definition-intense emphasis on text, figuring out the text by thinking about the workds and ideas in the text, minimization of external explanations, multiple and dynamic rereading, multiple purposes that focuses on what a text says, how it says, and what it means or what its value is.

Citation #5:
Lassonde, Cynthia. (2009). Recognizing a "Different Drum" Through Close –Reading Strategies. *Networks*

- Findings:
- Close readers interact with text as they participate in a silent dialogue with the writer to analyze, interpret, question, and perhaps challenge the writer's words.
 - Helps relate what they read to personal experiences and text experiences.
 - Close reading allows strategies for students to question.



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Appendix III: HiQ Report

HiQ Report

Academic Year: 2013
School System: Jones County
School Building: Gray Station Middle School
Non-HiQ FTE: 0 **Total FTE:** 39 **HiQ Percentage:** 100%
Need Remediation: 0 of 0 Required
Last Modified Date: 6/30/2013 10:17:25 PM
Data release: Data has been released to principal on 5/24/2013 1:07:48 PM
Principal Signoff: Data was signed off on 6/7/2013 9:22:16 AM by Wes Cavender

	General Education			Special Education		
	Non-HiQ FTE	Total FTE	HiQ Percentage	Non-HiQ FTE	Total FTE	HiQ Percentage
Arts	0	3	100%	n/a	n/a	n/a
English Language Arts	0	8	100%	0	1	100%
History	0	7	100%	n/a	n/a	n/a
Mathematics	0	8	100%	0	1	100%
Paraprofessional	0	4	100%	n/a	n/a	n/a
Science	0	7	100%	n/a	n/a	n/a

Appendix IV: HiQ Roster

School System: Jones County Academic Year: 2013

<u>Name</u>	<u>Building Code</u>	<u>Status</u>	<u>Subject</u>	<u>Job</u>	<u>Percent</u>
BAILEY, JAYMIE	Gray Station Middle School	Highly qualified	Paraprofessional [PARA]	Paraprofessional	100
BARNETT, KAREN	Gray Station Middle School	Highly qualified	Physical Science [40PSCI]	Grade 8 Teacher [108]	100
BREWER, MICHELLE	Gray Station Middle School	Highly qualified	Mathematics [27]	Grade 6 Teacher [106]	100
BRYANT, JAN	Gray Station Middle School	Highly qualified	Social Studies [45SOCS]	Grades 6-8 Combination Teacher [113]	25
BRYANT, JAN	Gray Station Middle School	Highly qualified	Social Studies [45SOCS]	Grade 6 Teacher [106]	75
CARSWELL, ELLA	Gray Station Middle School	Highly qualified	English Language Arts (Sp Ed) [238]	SpEd Cognitive Level 4-8 [181]	100
CHILDS, MARTHA	Gray Station Middle School	Highly qualified	Mathematics (Sp Ed) [278]	SpEd Cognitive Level 4-8 [181]	100
DAVIS, MERILYN	Gray Station Middle School	Highly qualified	Paraprofessional [PARA]	Paraprofessional [PARA]	100
DYKES, CARLA	Gray Station Middle School	Highly qualified	Social Studies [45SOCS]	Grade 6 Teacher [106]	25
DYKES, CARLA	Gray Station Middle School	Highly qualified	Mathematics [27]	Grade 6 Teacher [106]	75
FLETCHER, CAROL	Gray Station Middle School	Highly qualified	Eng. Lang. Arts [23ENGL]	Grade 6 Teacher [106]	100



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GARDINER-PARKER, STEPHANIE	Gray Station Middle School	Highly qualified	Paraprofessional [PARA]	Paraprofessional [PARA]	100
GARY, ZUTREDIA	Gray Station Middle School	Highly qualified	Mathematics [27]	Grade 7 Teacher [107]	75
GARY, ZUTREDIA	Gray Station Middle School	Highly qualified	Social Studies [45SOCS] [45SOCS]	Grade 7 Teacher [107]	25
HALL, JACQUELINE	Gray Station Middle School	Highly qualified	Eng. Lang. Arts [23ENGL]	Grade 6 Teacher [106]	75
HALL, JACQUELINE	Gray Station Middle School	Highly qualified	Social Studies [45SOCS]	Grade 6 Teacher [106]	25
HAMLIN, REVELLE	Gray Station Middle School	Highly qualified	Mathematics [27]	Grade 8 Teacher [108]	100
HANCOCK, NORMA	Gray Station Middle School	Highly qualified	Social Studies [45SOCS] [45SOCS]	Grade 6 Teacher [106]	25
HANCOCK, NORMA	Gray Station Middle School	Highly qualified	Earth and Space Sciences [40EASS]	Grade 6 Teacher [106]	75
HANNER, KIMBERLY	Gray Station Middle School	Highly qualified	Eng. Lang. Arts [23ENGL]	Grades 6-8 Combination Teacher [113]	50
HANNER, KIMBERLY	Gray Station Middle School	Highly qualified	Physical Science [40PSCI]	Grades 6-8 Combination Teacher [113]	50
HERLIHY, TROY	Gray Station Middle School	Highly qualified	History [45HIST]	Grade 8 Teacher [108]	100
HICKOX, SHERRIE	Gray Station Middle School	Highly qualified	Eng. Lang. Arts [23ENGL]	Grade 8 Teacher [108]	100
HOOTEN, TETSE	Gray Station Middle School	Highly qualified	Mathematics [27]	Grade 6 Teacher [106]	50
HOOTEN, TETSE	Gray Station Middle School	Highly qualified	Earth and Space Sciences [40EASS]	Grade 6 Teacher [106]	50
INGRAM, NICOLE	Gray Station Middle School	Highly qualified	Eng. Lang. Arts [23ENGL]	Grade 7 Teacher [107]	100
KITCHENS, MELINDA	Gray Station Middle School	Highly qualified	Eng. Lang. Arts [23ENGL]	Grade 8 Teacher [108]	100
KORTREY, JESSICA	Gray Station Middle School	Highly qualified	Physical Science [40PSCI]	Grade 8 Teacher [108]	100
KORTREY, STEVEN	Gray Station Middle School	Highly qualified	History [45HIST]	Grades 6-8 Combination Teacher [113]	50
KORTREY, STEVEN	Gray Station Middle School	Highly qualified	Mathematics [27]	Grades 6-8 Combination Teacher [113]	50
LITKE, TIA	Gray Station Middle School	Highly qualified	Visual Arts [50]	Grades 6-8 Combination Teacher [113]	100
LUNDIN, CLAUDIA	Gray Station Middle School	Highly qualified	Music [53]	Grades 6-8 Combination Teacher [113]	100
LUNDY, AMY	Gray Station Middle School	Highly qualified	Mathematics [27]	Grade 8 Teacher [108]	100
MASSENGALE, TIMOTHY	Gray Station Middle School	Highly qualified	History [45HIST]	Grade 8 Teacher [108]	100
MEAD, BRANDON	Gray Station Middle School	Highly qualified	Life Sciences [26]	Grade 7 Teacher [107]	100
PEACOCK, PAULA	Gray Station Middle School	Highly qualified	Mathematics [27]	Grade 7 Teacher [107]	100
PETTIGREW, BETH	Gray Station Middle School	Highly qualified	Social Studies [45SOCS]	Grades 6-8 Combination Teacher [113]	100
SIMPSON, PHILLIS	Gray Station Middle School	Highly qualified	Eng. Lang. Arts [23ENGL]	Paraprofessional [PARA]	100
SKOCZYLAS, DONNA	Gray Station Middle School	Highly qualified	Paraprofessional [PARA]	Grades 6-8 Combination Teacher [113]	25
SPANDAU, HEATHER	Gray Station Middle School	Highly qualified	Social Studies [45SOCS]	Grade 7 Teacher [107]	50
SPANDAU, HEATHER	Gray Station Middle School	Highly qualified	Eng. Lang. Arts [23ENGL]	Grades 6-8 Combination Teacher [113]	25



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SPANDAU, HEATHER	Gray Station Middle School	Highly qualified	Eng. Lang. Arts [23ENGL]	Grade 7 Teacher [107]	50
SPILER, SUZANNE	Gray Station Middle School	Highly qualified	Social Studies [45SOCS]	Grade 7 Teacher [107]	50
SPILER, SUZANNE	Gray Station Middle School	Highly qualified	Eng. Lang. Arts [23ENGL]	Grade 7 Teacher [107]	50
TAYLOR, HARRIETT	Gray Station Middle School	Highly qualified	Life Sciences [26]	Grade 7 Teacher [107]	7S
TAYLOR, HARRIETT	Gray Station Middle School	Highly qualified	Social Studies [45SOCS]	Grade 7 Teacher [107]	25
THOMAS, RICHARD	Gray Station Middle School	Highly qualified	Physical Science [40PSCI]	Grade 6 Teacher [106]	75
THOMAS, RICHARD	Gray Station Middle School	Highly qualified	Physical Science [40PSCI]	Grades 6-8 Combination Teacher [113]	25
TOOLE, MARJORIE	Gray Station Middle School	Highly qualified	Mathematics [27]	Grade 7 Teacher [107]	50
TOOLE, MARJORIE	Gray Station Middle School	Highly qualified	Life Sciences [26]	Grade 7 Teacher [107]	50
TRITTO, AMEDEO	Gray Station Middle School	Highly qualified	Music [53]	Grades 6-8 Combination Teacher [113]	100
WALLS, TAMMY	Gray Station Middle School	Highly qualified	Eng. Lang. Arts [23ENGL]	Grade 6 Teacher [106]	50
WALLS, TAMMY	Gray Station Middle School	Highly qualified	Social Studies [45SOCS]	Grade 6 Teacher [106]	50
WOMBLE, DONNA	Gray Station Middle School	Highly qualified	Mathematics [27]	Grades 6-8 Combination Teacher [113]	50
WOMBLE, DONNA	Gray Station Middle School	Highly qualified	Mathematics (Remedial) [27R]	Grades 6-8 Combination Teacher [113]	50