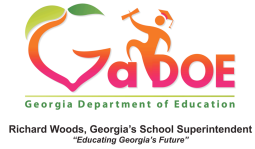


Georgia Department of Education Title I Schoolwide/School Improvement Plan

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: Pointe South Middle School	District Name: Clayton County	
Principal Name: Sandra L. Nicholson	School Year: 2016-2017	
School Mailing Address: 8495 Thomas Road Jonesboro, GA 30238		
Telephone: (770) 473-2890		
District Title I Director/Coordinator Name: Katrina Thompson		
District Title I Director/Coordinator Mailing Address: 1056 Fifth Avenue/ Jonesboro, GA 30236		
Email Address: katrina.thompson@clayton.k12.ga.us		
Telephone: (770) 473-2700 ext. 700168		
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: 08/06/2016	Revision Date: 10/05/2016	Revision Date:



Georgia Department of Education Title I Schoolwide/School Improvement Plan

SWP Template Instructions

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

Georgia Department of Education Title I Schoolwide/School Improvement Plan

Planning Committee Members

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Sandra L Nicholson		Principal
Robert Owens		Assistant Principal
Michael Walraven		Assistant Principal
Catrina Edwards		Instructional Site Facilitator
Lydia McKeever		Media Specialist
Maiden Carnes		Counselor
Ebony Grant		Parent Liaison
Millette Miller		Lead Mentor Teacher
Purcella Coleman		6 th Grade Chair
Trencia Brocks		7 th Grade Chair
Kimberly Jenkins		8 th Grade Chair
Gwendolyn Smith		Connections Chair
Kurt Harden		Science Chair
Millette Miller		Social Studies Chair
Onequa Hampshire		Math Chair
Kimberly Lawson		ELA Chair
Tracy Colter		DES Chair
Anita Williams		Athletic Director
Linda Price		Administrative Assistant
Michelle Owens		Parent
Natalie Hodge		Parent
Ameeko Copeland		Parent
Barbara Brookins		Parent
Shemena Conley		Parent
Issac Brookins		Students

Georgia Department of Education Title I Schoolwide/School Improvement Plan

SWP/SIP Components

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

Response:

A. Pointe South Middle School's school-wide Title I plan was developed by a subset of individuals who will carry out the comprehensive school improvement program initiatives. Those persons involved are members of the PSMS Leadership Team, teachers, students, parents, and district leadership staff. These stakeholders assisted with reviewing assessment and survey data and writing the plan.

Those persons involved were:

Sandra L Nicholson	Principal
Robert Owens	Assistant Principal
Michael Walraven	Assistant Principal
Catrina Edwards	Instructional Site Facilitator
Lydia McKeever	Media Specialist
Maiden Carnes	Counselor
Ebony Grant	Parent Liaison
Millette Miller	Lead Mentor Teacher
Purcella Coleman	6 th Grade Chair
Trenecia Brocks	7 th Grade Chair
Kimberly Jenkins	8 th Grade Chair
Gwendolyn Smith	Connections Chair
Kurt Harden	Science Chair
Millette Miller	Social Studies Chair
Onequa Hampshire	Math Chair
Kimberly Lawson	ELA Chair
Tracy Colter	DES Chair
Anita Williams	Athletic Director
Linda Price	Administrative Assistant
Michelle Owens	Parent
Natalie Hodge	Parent
Ameeko Copeland	Parent
Barbara Brookins	Parent



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Shemena Conley	Parent
Issac Brookins	Student SGA President

B. The Pointe South Middle School leadership team has reviewed several sources of data. Each core academic content coordinator collaborated with the department's teachers to analyze its data. Georgia Milestones, Special Program Data (Read 180 & Language Live), district benchmark, and common assessment data were reviewed by all stakeholders including student groups and various subgroups. Teams of teachers identified potential reasons or causes for areas in which students struggled. In addition, our teachers partnered with stakeholders including support staff consisting of counselors, social workers, administrators, and others to examine student data such attendance, discipline, retention rate, response to intervention, and placement of students in various support programs. Throughout the process, we reviewed the following data.

- Georgia Milestone Assessment System Data: The Georgia Milestones Assessment System (Georgia Milestones) is a comprehensive summative assessment program spanning Grades 3 through high school. Georgia Milestones measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in English Language Arts, mathematics, science, and social studies.
- TKES/LKES Data: The Teacher Keys Effectiveness System (TKES) is a common evaluation system designed for building teacher effectiveness and ensuring consistency and comparability throughout the state. The Teacher Keys Effectiveness System (TKES) consists of three components which provide multiple sources of data. Beginning in school year 2016-2017, the three components are Teacher Assessment on Performance Standards (TAPS), Professional Growth and Student Growth. The overarching goal of TKES is to support continuous growth and development of each teacher. Furthermore, Georgia implemented the Leader Keys Effectiveness System (LKES), a common effectiveness system that will allow the state to ensure consistency and comparability across districts, based on a common definition of leader effectiveness. The Leader Keys Effectiveness System consists of four components which contribute to an overall Leader Effectiveness Measure (LEM): Leader Assessment on Performance Standards (LAPS), Student Growth, School Climate Survey, and Combination of Additional Data.

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- | | |
|----|---|
| 1. | <p>A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).</p> |
| | <ul style="list-style-type: none"> • District Benchmark Results: formalized testing to ensure that all CCPS schools are achieving mastery and adhering curriculum to scope and sequence. • Individual Education Plans: The 'Individualized Education Program, also called the IEP, is a document that is developed for each public school child who needs special education. The IEP is created through a team effort, reviewed periodically. In the United States, this program is known as an Individualized Education Program (IEP). • 504 Accommodations: The 504 Plan is a plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment • RTI/SST: Pointe South Middle School follows Georgia's four-tiered Student Achievement Pyramid of Interventions to provide appropriate and effective Response to Intervention services, which incorporates universal screening, targeted interventions, and a team approach to decision-making and the development and implementation of services. <ul style="list-style-type: none"> • Tiers I and II Interventions are facilitated in the general education environment by grade level and department teams. Documentation from each tier is utilized to make decisions regarding interventions and movement between tiers. • Tier III Interventions and services are facilitated by the Student Support Team (SST). The SST Chairperson ensures the process is followed and team decisions are made according to the outcome of data, indicating student progress. • Tier IV Interventions and services are facilitated through specialized programs or instructional delivery models such as the Program for Exceptional Children, English Language Learners, or Gifted Instruction. • S.T.A.R.T.S Collaborative Planning: <ul style="list-style-type: none"> • Guiding Questions for Grade Level and Content Meetings using the |



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Clayton County Public School's S.T.A.R.T.S. Model (See Below)

	Questions for Building Leaders	Questions for Teachers
S = Students	<p>Who are your students?</p> <p>What do the current data results reveal about your students' reading/math abilities (deficit areas, strengths, etc.)?</p> <p>How are you strategically addressing these reading/math gaps? Describe the resources and instructional practices?</p> <p>How many student in reading/math do you have that are in intensive, strategic, or benchmark?</p> <p>In comparison to the beginning of the year assessment, how many students in reading/math are in intensive, strategic, and benchmark?</p> <p>What are the factors that may or may not be influencing your student's progress?</p> <p>Is the structure of the classroom conducive to the teaching of reading instruction?</p> <p>How are cohorts of students progressing?</p> <p>What variables are you addressing that impact the cohort performance?</p>	<p>What do you know about your students? How do you know it? What data available data sets are you using? How are you using the data sets? How do you know if students are ready to be taught the standards? What do you do to prepare students to be taught the grade level content standards?</p>
T = Time/Pacing	<p>How are you monitoring the use of the district pacing guide to plan instruction effectively?</p> <p>How closely are you adhering to the instructional framework for teaching the five components of reading?</p> <p>If not, what are your challenges with remaining within the outlined pacing?</p>	<p>How have you scheduled for instruction each day? What routines will you use to maximize academic engagement? What other structures will you utilize to support students? How much time have you allocated for the standards you will teach and why? How and when is the teaching of reading occurring in your classroom?</p>



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	<p>How are you monitoring the teaching of reading?</p> <p>What strategies are you using to help teachers modify instruction in order to maintain appropriate pacing?</p> <p>How do I manage and help maximize instructional time (and the utilization of small group instruction)?</p> <p>Describe your process for supporting teachers for determining which standards require a greater emphasis versus those that require less because they are recurring throughout the curriculum.</p> <p>What will you do to help teachers achieve goals between grade level meeting? What will be the evidence of implementation? Be specific.</p> <p>What is your action plan for how you will get there?</p>	<p>How do you teach reading when there are varying levels of ability in your classroom?</p>
<p>A = Assessments</p>	<p>Looking at the assessments within the academic programs, how are your teachers assessing their students constantly they are teaching (e.g. various types of formative assessments)?</p> <p>During the lesson, how do teachers use informal assessments (e.g. body language, discussions/vocabulary, product of learning, etc.) to guide your lesson delivery? How do you monitor this?</p> <p>What do the assessment data results tell you about your students' current performance?</p> <p>Looking at your Beginning of the Year (BOY) compared to your Middle Of the Year (MOY) data, what are areas of</p>	<p>What formative assessment strategies will you utilize?</p> <p>How will you determine if students are mastering content standards?</p> <p>How will you know when students have mastered content standards?</p> <p>What will you do if the data suggests students are not mastering the standards?</p> <p>What summative assessments will you utilize?</p>



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	<p>increase? What are deficit areas?</p> <p>How do you support and monitor progress monitoring when students are falling below the DIBELS Next <i>Aim line (goal)</i>? How many students have transitioned to above the aimline?</p> <p>Are students on track to meet the Middle of the Year (MOY) target? How are you strategically supporting and monitoring your teachers as they are helping students reach their goals? Describe the resources and instructional practices that you monitor.</p> <p>How does our achievement compare to the expectations?</p> <p>What is going well? What do we need to work on?</p>	
<p>R = Resources</p>	<p>Do all of your teachers have all of the core curriculum reading program resources (e.g. Teacher's Edition, sound-spelling cards and leveled readers [elementary], credentials for the digital resources, etc.)</p> <p>How are you monitoring whether or not your teachers know what instructional resources to use during instruction?</p> <p>Are your teachers retrieving their resources ahead of time? How do you know?</p> <p>If your teachers do not have the physical resources, are they using the online resources that come with the reading series?</p> <p>What intervention resources are a part of the reading programs, and how are your teachers using them to support students' learning gaps?</p>	<p>What resources will you utilize for each content area by grade level? What additional resources will you use to supplement the instruction?</p>



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<p>T = Teaching/Pedagogy</p>	<p>What does it mean to teach a lesson explicitly?</p> <p>Why is explicit instruction essential for our students' acquisition of knowledge and skills?</p> <p>How do you know if your teachers are teaching their lessons explicitly?</p> <p>During the observation, what are actions reflect the use of explicit instruction (e.g. direct explanation, modeling, etc.)?</p> <p>How do you monitor the standards/concepts that are being taught?</p> <p>Do all of your teachers know critical skills need to be taught at each grade level for each lesson/standard/concept? How do you know?</p> <p>How do you know if the instruction is addressing the deficits students may have?</p> <p>How can teachers increase the opportunity for the students to respond proficiently to the lesson standard/concept?</p> <p>How do you monitor if teachers are providing the appropriate amount of instructional for each lesson? How do you document if they are being utilized?</p> <p>What practices should you observe if explicit instruction is being utilized? What support will you provide to teachers to improve their use of explicit instruction? What process will you utilize to monitor explicit instruction in every classroom? What variables impact the rate of gradual release for the teacher?</p>	<p>What should your practices be if you are using explicit instruction? How do you determine what instructional strategies to use during the instructional process?</p>
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S = Standards

What is the focus standard?

What are the learning targets?

How do you know if your teachers have content knowledge needed to teach a concept? If not, describe your next steps for building content knowledge.

Describe the process for deconstructing the standard(s).

Describe what additional support do your teachers need for effectively deconstructing the standard(s)?

How do you ascertain how well your teachers know if each of their students has an understanding of the concepts being taught?

How will you use your Student Growth Percentile data to improve student learning? Be Specific.

How will you use your Student Growth Percentile (SGP) data to improve instruction in every classroom? Be Specific.

How often will you access your SGP data for your students through the Statewide Longitudinal Data System (SLDS) via the Georgia Department of Education (GaDOE)?

How do teachers develop learning targets?
What will you do as the principal to help improve teacher content knowledge?

What do you do to ensure you have the appropriate content knowledge?

What tools can you provide to ensure students are being instructed to perform at proficient or distinguished levels for each standard?

Which standards should be taught and why? How do you know which standards should be taught?

- Surveys (Teacher/Student/Parents):
 - Teacher Surveys – All teachers completed the Georgia Health

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and Climate Survey in February & March as well as the TKES/LKES survey regarding Climate and Administrative Performance (100%)

- Students completed the Georgia Health Survey 2.0 monitoring School Climate as well as other social and environmental issues (100%)
- Parents completed the Georgia Health Survey 2.0 monitoring School Climate as well as other social and environmental issues. (38 Surveys)
- Retention Rate: Due to the Georgia Department of Education waiver of GMAS requirement for promotion, Pointe South Middle School made 24 retentions of 775 students comprising 3% of our student population.

All data were presented in a chart format that visually represented student performance over the past three years to allow groups to easily identify weaknesses and strengths in student performance. Student assessment data and results from the College and Career Readiness Index were reviewed. The results were compiled and disaggregated to assist in the identification of strengths and weaknesses. Furthermore, during pre-planning, department meetings, as well as leadership team meetings instructional and organizational effectiveness was studied and discussed. Brainstorming and Q&A sessions were held for teachers within their respective departments and information obtained was presented during Title I meetings for further consideration. Final determination about strengths and weaknesses are presented in component 1D of this plan. Throughout the development of this plan, we took into account the needs of all students, including students with disabilities, English Learners, homeless, migrant, and other subgroups. Additionally, the Leadership / School Wide Improvement Team at Pointe South Middle School convenes to provide school-centered decision making and shared governance. School-centered decision making, also known as site-based management, has been variously interpreted (Sirotnik & Clark, 1988), but in its most authentic form it requires strong teacher involvement in decisions about structures and programs in the school. Pointe South Middle School is moving towards a distributive decision making model in order to improve the effectiveness of conflict resolution and communications skills among all staff members, as well as serving to foster the creation of educational leaders by implementing and assisting in the development of policies, programs and activities for Pointe South Middle School. Furthermore, the Leadership /



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School Wide Improvement Team plays an integral role at Pointe South Middle School by assisting in the following areas:

- Curriculum development and Implementation
- Data review, analysis, and action results
- Selecting instructional models and materials
- Planning and/or leading professional development activities
- Mentoring and coaching other teachers
- Building-level decision-making, including deciding school budgets
- Maintain school awareness
- Communication and dissemination of school information
- Adherence to district policies and timelines

- C. Pointe South Middle School *does not* have a migrant student population at this time. In the event the PSMS gains a migrant population, the school will follow district, state, and federal guidelines to ensure that these students are afforded the same opportunities as all other students. We will diagnose their needs, create and maintain a profile based on the needs assessment, plan engaging instruction, teach GA Common Core Performance Standards, assess for mastery, reteach with appropriate interventions/RTI and administer summative assessments to determine if mastery is achieved or further intervention is required. All parents or guardians enrolling a child in the school will receive a survey that determines whether or not the child will be identified as migrant. The original form is sent to the Office of Federal Programs to be forwarded to the GaDOE-Migrant ABAC Office. A copy of the completed survey is maintained in the student's cumulative folder. Furthermore, we expect that all students identified as migrant will arrive with all records in a digital format and that upon exiting Pointe South Middle School they will leave with all records up to date and digital on a portable storage device. (flash drive) Additionally, In order the address the needs of our migratory students that are unidentified or underidentified as well as our students with limited English language proficiency we have hired a Spanish teacher and are attempting to create a program to infuse foreign language learning for high school credit at the middle school level. Furthermore, we are utilizing push in and pull out English as a Second Language courses to advance the English proficiency for ELL students and increase the language understanding bands. This effort directly relates the improving student achievement for ELL students and improving CCRPI achievement points.



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D. We at Pointe South Middle School 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. We have also reviewed data for Writing, Math, Science, English, and Social Studies. Although our teachers work continuously to extend student learning in a way that each child gains a deeper understanding of the content, there continues to be significant room for growth in math, science, and social studies. Also upon review of the data, it is clear that we possess a significant deficit in the area of literacy. Currently 55% of our student population across all subgroups are reading below grade level according to Lexile level as determined by the most recent Georgia Milestones Assessment. Furthermore, while conducting a needs assessment, we convened as a team and conducted brainstorming sessions to determine our areas of focus. School, student and parent climate surveys are conducted yearly based on district requirements and need. They are disseminated via our School Webpage and communicated through our School and Community Liaison as well as during school activities; some surveys are given to Partners in Ed and other members of the community. The results are used for school improvement and student achievement (i.e.: we have improved communication with

Table 1									
Georgia Milestone Assessment--Percent of FAY Students Meeting Typical/High Growth									
	Sixth Grade			Seventh Grade			Eighth Grade		
	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017
ELA	19%	15.9%	NYA	17%	17.4%	NYA	19.9%	22.4%	NYA
Math	12.8%	13.9%	NYA	11.7%	15.9%	NYA	11.23%	6.7%	NYA
Social Studies	16.0%	10.3%	NYA	15.4%	16.4%	NYA	19.3%	17.1%	NYA
Science	9.3%	13.7%	NYA	19.4%	18.9%	NYA	11.3%	9.1%	NYA
Physical Sci. EOC							0%	26%	NYA
Algebra 1 EOC								26%	NYA

parents based on feedback and data provided.

While examining and reflecting on current achievement data (Table 1) it is clear that the subjects and skills required for student growth are deficient and that improvements must be made in all four core content areas to achieve proficiency at the state average. For example, based on the evidence above as below (Table 2) particular attention need to be focused on hiring, retention, and professional development of highly qualified



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teachers in all core content areas. This will be addressed in the various recruiting methods utilized, and the support from the Viking Academy for Instructional Improvement. This area of focus is based on the data gleaned from (table 8) which not only references Student attendance but faculty attendance and retention as well. Also Pointe South Middle School will adhere to the district mandates to improve Literacy, Numeracy, Critical Thinking, and Technology Integration across the Curriculum. This will be done through improved remediation writing workshops, individualized technology based programs to improve student performance based on computer adaptive questioning.

Table 2 GMAS Median Student Growth Percentile (SGP)									
	Sixth Grade			Seventh Grade			Eighth Grade		
	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017
ELA	40%	43%	NYA	57%	46%	NYA	41%	46%	NYA
Math	48.5%	39%	NYA	26%	33.5%	NYA	21%	33.5%	NYA
Social Studies	57%	29%	NYA	49%	53%	NYA	64%	53%	NYA
Science	30%	56%	NYA	54%	51%	NYA	57%	51%	NYA
Physical Sci. EOC							45%	29%	NYA
Algebra 1 EOC								26%	NYA

While examining the Student Growth Percentile data it is clear that the goal of all remediation and targeted instruction programs must focus on growth as opposed to simple benchmarks thus requiring a paradigm shift at the instructional and administrative level. This must be done in all 4 core content levels (ELA, Math, Science, and Social Studies). See table 2 above:

GMAS Data trends from 2015 to 2016 show a decrease in performance across all grade levels and content levels with the exception of 6th and 7th grade Math, 7th and 8th grade English / Language Arts, 7th grade Social Studies, and 6th grade Science. The vast majority of students at PSMS perform at the beginning and developing learner level. When reviewing 2016 performance data by subgroups (see Tables 3-6 below) the concern is very troubling specifically when looking at Students with Disabilities, ELL Students, and Economically Disadvantaged Students. We will continue to identify and implement best teaching and learning practices with a heavy emphasis on literacy to ensure continued progress until 100 percent of student stakeholders are proficient or distinguished. We have based our plan on data that has identified students and groups of students who are not yet achieving at the proficient level of performance on the



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state content assessments. This information is based on the listed demographic data (Table 7 below) Based on the CCRPI data (Table 9) systemic growth across all content levels is possible if a tiered approach is utilized that focuses on achievable change. Following the data charts we have listed survey data and indicated a summarization of the data and how to use that data to direct our growth:

Table 3 2015-2016 Georgia Milestone Assessment Data											
ELA											
	Percent of Beginning		Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent of Proficient and/Distinguished		2017 State Performance Target
	#	%	#	%	#	%	#	%	#	%	%
ALL Students 805	351	43.6%	302	37.5%	141	17.5%	9	1.1%	150	18.6%	66.9%
Black 648	293	45.2%	246	37.9%	101	15.5%	6	1%	107	16.5%	54.3%
Hispanic 121	43	35.5%	44	36.3%	31	25.6%	3	2.4%	34	28%	59.5%
Multiracial 17	6	35.2%	8	47%	3	17.6%	-	0	3	17.6%	71.3%
White 11	5	45.4%	3	27.2%	3	27.2%	-	0	3	27.2%	77.4%
Econ-Disadvantaged	351	43.6%	302	37.5%	141	17.5%	9	1.1%	150	18.6%	56.3%
English Learners 16	14	87.5%	2	12.5%	-	0	-	0	-	0	46.9%
Students with Disabilities 90	74	82.2%	14	15.5%	-	0	-	0	-	0	43.0%

Table 4 2015-2016 Georgia Milestone Assessment Data											
Math											
	Percent of Beginning		Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent of Proficient & Distinguished		2017 State Performance Target
	#	%	#	%	#	%	#	%	#	%	%
ALL Students 805	404	50.1%	281	34.9%	5	11.1%	5	0.6%	95	11.8%	69.8%
Black 648	339	52.3%	226	34.8%	3	9.5%	3	0.4%	65	10%	59.2%
Hispanic 121	51	42.1%	42	34.7%	2	15.7%	2	1.6%	21	17.3%	63.9%
Multiracial 17	5	29.4%	7	41.1%	-	29.4%	-	0	5	29.4%	72.9%
White 11	6	54.5%	4	36.3%	-	9%	-	0	1	9%	81%
Econ-Disadvantaged	404	50.1%	281	34.9%	5	11.1%	5	0.6%	95	11.8%	59.4%
English Learners	13	81.2%	3	19.7%	-	0	-	0	-	0	55.1%



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16											
Students with Disabilities 90	79	87.7%	9	10%	-	1.1%	-	0	1	1.1%	47.5%

Table 5 2015-2016 Georgia Milestone Assessment Data											
Science											
	Percent of Beginning		Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent of Proficient & Distinguished		2017 State Performance Target
	#	%	#	#	#	%	#	%	#	%	%
ALL Students 805	459	57%	208	25.8%	103	12.7%	5	0.6%	108	13.4%	64.6%
Black 648	389	60%	156	24%	75	11.5%	3	0.5%	78	17.0%	49.1%
Hispanic 121	53	43.8%	42	34.7%	19	15.7%	2	1.6%	21	17.3%	56.9%
Multiracial 17	9	52.9%	3	17.6%	5	29.4%	-	0	5	29.4%	69.6%
White 11	6	54.5%	5	45.4%	-	0	-	0	-	0	77.5%
Econ-Disadvantaged	459	57%	208	25.8%	103	12.7%	5	0.6%	108	13.4%	54.1%
English Learners 16	13	81.2%	3	18.7%	-	0	-	0	-	0	47%
Students with Disabilities 90	79	89.7%	8	8.8%	2	2.2%	-	0	2	2.2%	46.8%

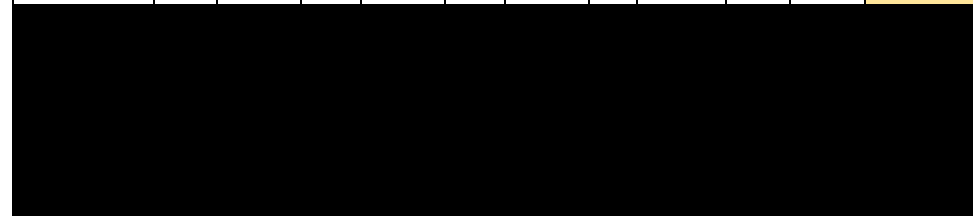


Table 6 2015-2016 Georgia Milestone Assessment Data											
Social Studies											
	Percent of Beginning		Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent of Proficient & Distinguished		2017 State Performance Target
	#	%	#	#	#	%	#	%	#	%	%
ALL Students 805	364	45.2%	314	39%	105	13%	11	1.1%	116	14.4%	66.5%
Black 648	309	47.6%	242	37.3%	79	12.1%	8	1.2%	87	13.4%	52.9%
Hispanic 121	44	36.3%	53	43.8%	21	17.3%	2	1.6%	23	19.0%	59.3%
Multiracial 17	3	17.6%	12	17.5%	2	11.7%	-	0	2	11.1%	70.2%
White 11	-	0	6	54.5%	5	45.4%	-	0	-	0	77.6%
Econ-Disadvantaged	364	45.2%	314	39%	105	13%	11	1.3%	116	14.4%	55.9%
English Learners 16	-	0	12	75%	4	25%	-	0	4	25%	48.1%



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Students with Disabilities 90	75	83.3%	12	13.3%	-	0	1	1.1%	1	1.1%	47.5%
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Table 7 School Demographic Data			
	2014-2015	2015-2016	2016-2017
Total Enrollment	865	845	842
Asian	9	9	10
Black	699	691	668
Hispanic	128	114	142
Multiracial	17	21	21
White	10	8	11
English Language Learners	23	14	18
Gifted	37	42	26
Students with Disabilities	115	100	120

Table 8 Student and Staff Attendance											
Student Attendance Rate			Percent of Students with 3-5 absences			Percent of Students with 6+ absences			Faculty and Staff Attendance Rate		
2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017
94.5%	87%	NYA	27.1%	51.7%	NYA	54.6%	35.3%	NYA	95.2%	96%	NYA

Table 9 CCRPI Score					
2014-2015		2015-2016		2016-2020 Goals	
Overall CCRPI Score: 66	Overall CCRPI Score: 55.9	2016 Goal: 57.22	2017 Goal: 58.50	2018 Goal: 59.83	2019 Goal: 61.14 2020 Goal: 62.45
Achievement	Achievement				



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Points Earned: 41.2/60	Points Earned: 20.9/50	Overall CCRPI Goals based on the following formula: CCPRI Performance Goals For each year during the five-year Strategic Waiver School System term, formerly the Investing in Educational Excellence (IE2), with the baseline year 2015-2016 , Pointe South Middle School will increase its College and Career Ready Performance Index (CCRPI) score with <i>Challenge Points</i> by 3% of the gap between the baseline year CCRPI score and 100. $IE2 \text{ Annual Growth} = (100 - 2016 \text{ CCRPI Score (without Challenge Points)}) \times 0.03$
Progress Points Earned: 15.5/25	Progress Points Earned: 30/40	
Achievement Gap Points Earned: 8/15	Achievement Gap Points Earned: 4.2/10	
Challenge Points Earned: 1.3/10	Challenge Points Earned: 0.8/10	

Student Survey Feedback

Based on these results the two areas Pointe South Middle School needs to address most vigorously are Resources and Support Systems and Using Results for Continuous Improvement. This information is utilized in the preparation of school improvement plans and Title I purchases. Overall, most students at Pointe South Middle School are pleased with the programs and services that are offered. They know that the teachers and administrators have high expectations for them and feel that this is well communicated to them and their parents. Our students know that the teachers work together to ensure the success of each student. Because the teachers work hard for them, many of the students feel they are treated with respect.

The students at PSMS feel that the curriculum is challenging and that varied learning experiences are provided. Our students are aware that the school wants parents and families to be involved in their education and activities. A large percentage of students

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think that the school prepares them for the future. They feel motivated by the school to learn new things and that the school provides learning services that fit their needs. Students know they are provided with multiple opportunities to show their understanding of the content. They feel that the teachers change their teaching methods and activities to accommodate the students' needs.

Parent Survey Feedback

Pointe South Middle School Parents feel as though the two areas Pointe South Middle School needs to address most vigorously are Governance and Leadership and Teaching and Assessing for Learning. This information is utilized in the preparation of school improvement plans and Title I purchases. Overall, most parents with children at Pointe South Middle School are pleased with the direction and purpose of the school, but feel as though more involvement from parents would allow for a more supportive community. In terms of Governance and Leadership, our parents feel as though our governing body is operating effectively but could improve in the areas of shared responsibilities and stakeholder involvement. Communication and conveying expectations is an area where parents feel the governance of the school is excelling. There appears to be a general feeling that the teachers here at Pointe South Middle School are supportive, but somewhat unwilling to compromise. They also feel that there is a need for more communication and openness in regards to the difficulty of the new Common Core. Our parents know that the teachers work together to ensure the success of each student. Because the teachers work hard for them, many of the parents feel their children are treated with respect.

The Parents at PSMS feel that the curriculum is challenging and that varied learning experiences are provided. Our parents are aware that the school wants community involvement as it relates to the education and activities offered to their children. A large percentage of parents strongly agree with the notion that Pointe South Middle School prepares their children for the future. They feel their child is motivated by the school to learn new things and that the school provides learning services that fit the needs of their children.

Retention Rate

Less than 1.8% of the students at Pointe South Middle School are retained in their current grade level.

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Student Attendance

Student daily average attendance rate varied between 94.5% and 87% during the 2015-2016 school year. A plan will be put in place during the 2016-2017 school year to address attendance issues at the school.

Teacher Attrition Rate

21% of teachers left Pointe South Middle School for reasons other than teacher retirement. In an effort to combat this issue we have streamlined the hiring process, engaged content level stakeholders in the process to hire effective teachers. We have also implemented a Viking Academy for New Teachers and teachers new to Pointe South Middle School designed to provide support, information and teaching strategies in order to retain those effective teachers. In order to recruit highly qualified teachers we are attending job fairs and working with local colleges to find top level young teachers.

Disciplinary Infractions

There was a 29% decrease in the number of days students were assigned OSS for student infractions. While there was an increase in the number of student being assigned ISS. The reduction in OSS days is encouraging and a trend that we seek to continue. A renewed effort to effectively implement a school-wide behavior plan MTSS will be introduced in order to reduce the overall number of referrals.

E. We have based our plan on information about all students in the school and identified



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students and groups of students who are not yet achieving to the State Academic content standards and the State student academic achievement standard including (Table 7 Above):

Table 7 School Demographic Data			
	2014-2015	2015-2016	2016-2017
Total Enrollment	865	845	842
Asian	9	9	10
Black	699	691	668
Hispanic	128	114	142
Multiracial	17	21	21
White	10	8	11
English Language Learners	23	14	18
Gifted	37	42	26
Students with Disabilities	115	100	120

- Black Students comprise 80% of our student population. According to the performance indicated on the 2016 Georgia Milestone

Assessment there was not content are where this subgroup performed higher than 18% of student meeting or exceeding proficiency in Math, Reading, ELA, Science, and Social Studies.

- Economically disadvantaged (ED) students who may experience lack of opportunities or exposure to a variety of outside learning opportunities. More than 95% of the student population at Pointe South Middle School is economically disadvantaged. CCRPI reports indicate these students also did not meet subgroup performance benchmarks higher than 19% meeting or exceeding proficiency in Math, Science, and Social Studies. While they did perform better in ELA with 28% meeting or exceeding proficiency this is also an area of concern.
- Hispanic Students comprise 17% of our student population. According to the performance indicated on the 2016 Georgia Milestone Assessment there was not content are where this subgroup performed higher than 18% of student meeting or exceeding proficiency in Math, Reading, ELA, Science, and Social Studies.
- Students with disabilities who have individualized educational plans to support the most appropriate instructional strategies to utilize and instructional modifications that are necessary to address their learning strengths and weaknesses. Students with disabilities make up 16% of our student population. Previous CCRPI reports indicate these students did not meet subgroup performance targets in any content areas making this an area of significant need.
- We have students from a variety of racial and ethnic backgrounds that possess diverse ways of acquiring new information.
- Students with limited English proficiency sometimes require instructional



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modifications to effectively have access to the curriculum to gain understanding. We have 45 ELL students 19 of which are receiving active push-in/pull-out services. This is another group that is performing vastly under expectation

Table 2 GMAS Median Student Growth Percentile (SGP)									
	Sixth Grade			Seventh Grade			Eighth Grade		
	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017
ELA	40%	43%	NYA	57%	46%	NYA	41%	46%	NYA
Math	48.5%	39%	NYA	26%	33.5%	NYA	21%	33.5%	NYA
Social Studies	57%	29%	NYA	49%	53%	NYA	64%	53%	NYA
Science	30%	56%	NYA	54%	51%	NYA	57%	51%	NYA
Physical Sci. EOC							45%	29%	NYA
Algebra 1 EOC								26%	NYA

- F. After reviewing our data, we found that Pointe South Middle School has some strengths. Review of Table 2 above indicate that we are showing growth in several areas as it relates to median student growth percentile. We saw gains in ELA performance in both 6th and 8th grade. We also showed significant gains in Math with our 7th and 8th grade students. Our 7th Grade Social student students showed growth, while our greatest area of growth was 6th grade science increasing nearly 27 percentage points. Our test participation rate was nearly 100%.

On the other hand, we have many areas of concerns about our students' performance in ELA, Math, Social Studies and Science. According to the GMAS data, Algebra I and Physical Science indicate a need for learning support as there is a decrease in the growth rate for these students and only 26 percent met or exceeded expectations on the test. The domains of Algebra I are: Algebra and Functions, Algebra Connections to Geometry, and Algebra Connections to Statistics and Probability. The domains in Physical Science are: Physics (waves, electricity and magnetism), Chemistry (atomic and nuclear, theory and the periodic table), Chemistry (chemical reactions and properties of matter), and Physics (energy, force and motion). Additionally, Pointe South Middle School shows a major deficit in literacy as only 45% of our student population is reading at or above grade level (Information and Media Literacy). This is consistent across all grade levels. We also show deficits in Narrative writing across all grade levels. This is a trend that we also see with all domains in Math across all grade levels (numbers and

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operations, geometry, algebra, and data analysis and probability). Our proficiency is also low in the area of science with deficiencies in 6th grade domains (geology, hydrology and meteorology, and astronomy), 7th grade domains (cells and genetics, interdependence of life, and evolution), and 8th grade domains (Force and motion and Energy and its transformations). In Social Studies our areas of weakness include (History, Government/Civics, and Economics across all grade levels.

- As a result of the College and Career Readiness Performance Index (CCRPI) and the new Common Core GPS, we will address:

Curriculum support for parents to foster greater involvement and greater empowerment with instructional support for their children

◆ **ELA**

- Reading informational text
- Reading Skills and Vocabulary Acquisition
- Grammar and Sentence Construction
- Writing across several genres

◆ **Math**

- Numbers and Operations
- Data Analysis and Probability
- Geometry
- Algebra

◆ **Science**

- All domains in each science course

◆ **Social Studies**

- History
- Government/Civics
- Economics

- The specific academic needs of our students that are to be addressed in the school-wide program plan will be ELA, Math, Science, & Social Studies as well as improving literacy, numeracy and critical thinking. We seek to utilize technology better to achieve success in all of these areas. These areas undergird our instructional program. Constant exposure to complex text will improve student vocabulary acquisition and increase student exposure to the sound mechanics of writing conventions. Math fluency practice will provide the foundation for more complex math skills.

- Teams of stakeholders, including parents, teachers, and administrators, used a variety of protocols and tools to identify root causes that explain our low student



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performance in ELA, Mathematics, Social Studies and Science. From the process, we discovered the following causes for low academic achievement.

- ◆ Teachers are not effectively planning in a collaborative nature.
 - ◆ Teachers are not implementing effective instructional practices.
 - ◆ Teachers not planning instruction based on student needs and data.
 - ◆ Teachers need comprehensive training on explicit instruction
 - ◆ Teachers need training on utilizing data to drive instruction.
 - ◆ Teacher need to place a greater emphasis on literacy across the curriculum
 - ◆ Greater need for parental support across all facets of school culture.
- We believe that if we address these causes of low achievement our students will show growth in all academic core areas. Our measurable goals are listed below:
 - ◆ Increase the percentage of students performing at the proficient and distinguished level on the Georgia Milestones Assessment in all core content areas (Math, English Language Arts, Science, and Social Studies) by 5%.
 - ◆ Decrease the student achievement gap by 10% between the Black, Hispanic, ELL, Economically Disadvantaged and SWD subgroups in all core content areas (Math, English Language Arts, Science, and Social Studies), in comparison to all students on the Georgia Milestones Assessment on the End of Course Tests.
 - ◆ Improve the overall number of students reading at or above grade level by 10%
 - ◆ Improve teacher retention by 10%
 - ◆ Increase the number of students in our Physical Science and Algebra that meet or exceed proficiency by 5%
 - After performing root cause analyses, we discovered the following causes for low achievement:
 - Teachers failed to adequately identify academically at-risk students and to differentiate instruction to address the specific needs of all subgroups and all ability levels.
 - Ineffective collaboration and planning among teachers.
 - Novice teachers teaching the most at-risk students
 - Minimal parental involvement and/or inability of parents to reinforce skills at home.



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G. We have developed our school-wide plan with the participation of individuals who will carry out the comprehensive school-wide/school improvement program plan. Those persons involved included all stakeholders, parents, administrators and staff. The ways they were involved were collaboratively analyzing all of the current and historical data for Pointe South Middle School. We encourage participants to provide input at the planning meetings and through the document reviews, parent surveys, and email. We solicited input from our stakeholders on best ways to nurture, motivate, and increase student engagement in learning. We strive to instill and foster the passion in students to become life-long learners of world class knowledge. It is important to the staff that we foster an environment where students can come together to develop a sense of community. Our focus for instruction is driven by data analysis of local, state, and national assessments that are administered at the beginning of school, at nine-week intervals, and continuously throughout the school year (mini-assessments, pre-tests, post-tests, interim assessments, reading assessments, etc.). By providing assistance with supplies, tutorial programs, and free workshops, Pointe South Middle School also addresses non-academic needs of individual students that may affect student achievement. These factors include parents working multiple jobs as well as families living below or near the poverty line. It is our steadfast belief that if we address these identified causes of low achievement our students will show growth in all academic core areas.

The measurable goals/benchmarks we have established to address the academic needs are below. Our progress towards the goals were measured by the following assessment types:

- Common teacher-made assessments
- District-created assessments aligned to state standards and course sequence
- myON and Scholastic Lexile reading assessments
- Georgia Milestones Performance Assessment
- Special Program Assessment (Read 180, Math 180 & Language Live)

Goals for Academic Achievement (subject areas)

- English/Language Arts –
 - Improve Literacy Rate school wide by 10%
 - Improve literacy competency levels as measured by an increase in the percentages of students scoring meets or exceeds by 5% increase in the percentages of students scoring meets or exceeds in each grade levels:

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with a 95% participation rate on the EOG and EOC Georgia Milestones Assessment.

- Math –
 - Improve math competency levels as measured by a 5% increase in the percentages of students scoring meets or exceeds in each grade levels: with a 95% participation rate on the EOG and EOC Georgia Milestones Assessment.
- Science –
 - Improve science competency levels as measured by a 5% increase in the percentages of students scoring meets or exceeds in each grade levels with a 95% participation rate on the EOG and EOC Georgia Milestones Assessment.
- Social Studies –
 - Improve social studies competency levels as measured by a 5% increase in the percentages of students scoring meets or exceeds in each grade levels with a 95% participation rate on the EOG Georgia Milestones Assessment.

Goals for Individual Subgroups

Based on the specific performance targets from GaDOE, we have established the goals below for the following subgroups by subject area:

- Black students –
 - 54.3% for ELA
 - 59.2% for Math
 - 49.1% for Science
 - 52.9% for Social Studies
- Hispanic students–
 - 59.5% for ELA
 - 63.9% for Math
 - 56.9% for Science
 - 59.3% for Social Studies
- ELL students–
 - 47% for ELA
 - 55% for Math
 - 47% for Science
 - 48% for Social Studies

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- Economical Disadvantaged students–
 - 67% for ELA
 - 69% for Math
 - 54% for Science
 - 55.9% for Social Studies
- Students With Disabilities
 - 43% for ELA
 - 47% for Math
 - 47% for Science
 - 47.5% for Social Studies
- White students-
 - 77% for ELA
 - 81% for Math
 - 77.5% for Science
 - 77% for Social Studies

Additionally, our data shows an achievement gap between SWD students and their non-SWD counterparts and ELL students and their non-ELL counterparts. Our measureable goals for closing these achievement gaps in all subject areas are:

- PSMS will decrease the CCRPI achievement gap that currently exists between our students in the lowest 25% and the state, as measured by their mean scale score and that of the State on the End of Grade (EOG) Georgia Milestones Assessment by 5%.
- SWD – The achievement gap between the SWD sub-group and the non-SWD population will decrease by 5% (with both groups continuing to make progress).
- ELL – The achievement gap between the ELL sub-group and the non-ELL sub-group will decrease by 5% (with both groups continuing to make progress).

2. Schoolwide reform strategies that:

Response:

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2. Schoolwide reform strategies that:

During pre-planning as well as during leadership meetings, the faculty and staff assessed their educator mindset using the research from Dr. Carol Dweck. In order to have a growth mindset, the faculty and staff committed to keep the following four key questions in mind when determining school-wide reform strategies. They are:

1. What the standard say we should teach and assess and what should the students learn and master?
2. What learning opportunities and resources should be used in order to provide all students with the opportunity to learn and achieve?
3. How will we know when they have met the learning targets of the standard?
4. How will we support the students who have not met the standard?

An effective and dedicated staff at Pointe South Middle School is committed to providing effective educational experiences and using instructional strategies that reach the needs of all students. Many opportunities will be offered to help all students meet the state's proficient and advanced levels of student academic success.

Additionally, the Pointe South Middle School leadership team considered three additional questions when determining school-wide reform strategies. They are:

1. How will the strategy close achievement gaps?
2. How will we know the reform strategies are successful?
3. How will we make changes to our reform strategies if they are not effective?

Pointe South Middle School has decided to integrate the work of Victoria Bernhardt with the aforementioned Dweck by utilizing, *Data Analysis for Continuous School Improvement* as a framework for how we should use data and information to improve teaching for every teacher, and learning for every students. While searching for interventions and preventions that will help us meet our students' academic needs and staff's professional development needs as well as help us meet our goals, we believe the following strategies will prove to be most helpful. They are:

1. Mandate that teachers implement the district's explicit instruction/gradual release of responsibility framework with high levels of fidelity.
2. Require all teachers to use a variety of student group methods that are based on a variety of balance assessments to better meet the needs of all learners.
3. Require all teachers to provide appropriate scaffolding and support that help students master a complex and rigorous curriculum while ensuring these supports and scaffolding are gradually removed at appropriate times.
4. Require that all core content area teachers know how to and use scoring rubrics and exemplars as instructional tools.
5. Mandate that all teachers integrate technology into their lesson as tools that extend and/or enhance learning.

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2. Schoolwide reform strategies that:

Reform strategies we are currently implementing as best practices are Explicit Instruction, Differentiated Instruction, Flexible Grouping, Thinking Maps and Visible Learning, myOn program, Reader's Workshop, Writer's Workshop, Leveled Books, Response to Intervention (RTI), Use of Manipulatives, Technology, and Inquiry Based learning . We have begun implementing these strategies already. As a result of our root cause analysis discussions, we found that additional professional learning is needed for our staff.

Strategies for Best Practices

➤ **Explicit Instruction Framework**

- Explicit instruction is systematic, direct, engaging, and success oriented—and has been shown to promote achievement for all students. (Archer & Hughes, 2011). The framework provides clear guidelines for identifying key concepts, strategies, skills, and routines to teach; designing and delivering effective lessons; and giving students opportunities to practice and master new material.

➤ **Differentiated Instruction**

- "Differentiation means tailoring instruction to meet individual needs" (Tomlinson, 2000). Students at Pointe South Middle School will be taught using differentiated instruction and the following strategies:
 - Create multiple avenues for learning that challenge all students in mixed-ability classroom.
 - Engage students in a variety of hands-on activities and authentic tasks that aids in learning and conceptual understanding.
 - Create and integrate lessons that combine learning styles and multiple intelligences to meet the need of all students.
 - Maintain a data notebook/data wall which includes the learning styles of each student to assist teachers with designing engaging lesson plans.
 - Utilizing various software programs, such as iXL, MobyMax, and USATest Prep to help students work at their level.

➤ **Flexible Grouping**

- Flexible grouping is characterized by the combination of whole group, small group, and independent work. Learners' readiness, interests, and learning profiles serve as the basis for groups. (Caldwell & Ford, 2002).

➤ **Thinking Maps and Visible Learning**

- There are only eight cognitive processes that the human brain uses to make sense of all of the information it receives. Each Thinking Map uses a specific cognitive process to help make the learning visible (based on the work of John Hattie). Teachers teach each map to the students and help them to organize the material and its frame of reference so that students can more clearly select the appropriate cognitive process needed. This aids in retention and mastery of all content.



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2. Schoolwide reform strategies that:

- **myON Program** – Pointe South Middle School will utilize myON software to increase reading in the following ways:
 - Make essential reading strategies practices more effective for every student.
 - Personalize reading practices to individual student's needs.
 - Manage all reading activities to reach all subgroups.
 - Assess students' reading with on-line quizzes.
 - Build a lifelong love of reading.
- **Reader's Workshop** – The program will emphasize the interaction between readers and text. Students will learn to ask questions, make connections with prior knowledge and previously read texts, and ask questions to clarify faulty comprehension they recognize has occurred. The program will include peer conferences and teacher conferences with students but emphasizes students' independence and will allow them to become successful readers outside of the classroom.
- **Writer's Workshop** – Writer's workshop is an interdisciplinary writing technique which will be used to build students' fluency in writing through continuous, repeated exposure to the process of writing, especially when using informational text and having to cite contextual evidence.
- **Leveled Books** – Leveled books will be used during guided reading. Students will be matched with books according to their reading level and will be grouped depending on individual needs.
- **Response to Intervention (RTI)** – Using the Pyramid of Intervention to determine when students are struggling and provide strategic interventions to help show up their areas of need; it also documents students' strengths and provides additional challenge in a variety of ways. Georgia's Student Achievement Pyramid of Interventions begins with standards-based classrooms serving as the foundation for teaching and learning.
- **Use of Manipulatives** – The custom built math kits for the Title I ASR program reflect a flexible, hands-on curriculum that actively involves students in their own learning. The kits include modular Teacher's Guides and lessons organized by skill to easily differentiate instruction with the lessons for each student. The differentiated instruction piece inevitably help to close the achievement gap with ELL teaching strategies and Spanish-guided practice pages. Each kit also features small-group and independent activities that reinforce whole group instruction and allow teachers more time to work with students who need additional support. The manipulative-based activities within each kit bridges concrete experiences to abstract concepts. The theory of experiential education revolves around the idea that learning is enhanced when students acquire knowledge through active processes that engage them (Hartshorn & Boren, 1990). Manipulatives can be critical in providing effective, active, engaging lessons in the teaching of mathematics. According to Stein and Bovalino (2001), manipulatives can be important tools in helping students to think and reason in more meaningful ways.

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2. Schoolwide reform strategies that:
- **Technology** – The integration of technology in the classroom will serve to guide, expand and enhance learning Common Core Georgia Performance Standards (CCGPS). Effective integration of technology will be achieved when students are able to select technology tools to help them obtain information in a timely manner, analyze and synthesize the information, and present it professionally. It will assign students in making real-world connections. The technology should become an integral part of how the classroom functions as accessible as all other classroom tools (ISTE, page 6). Select classrooms will use the Flipped Learning model in conjunction with the Explicit Instruction lesson delivery model to extend the learning day through the use of videos and interactive websites.
 - **Inquiry-based Learning** – Inquiry-based learning is a research-based strategy that actively involves students in the exploration of the content, issues, and questions surrounding a curricular area or concept (Lane, 2007).

- 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:

We will continue to engage in problem solving and conducting research to identify other school-wide reform strategies that will close achievement gaps. Some of these strategies may include building students' readiness for high school, building a culture that uses data to improve and using extended time for learning to support the belief that some students need more time to demonstrate mastery of standards. We will help students to develop in their self-efficacy. The teachers will use explicit instruction/gradual release of responsibility to build students' metacognitive and self-regulatory skills, which have proven to be very successful in helping students learn and master content (Hattie, 2012).

- **Thinking Maps** – Teachers will use the eight Thinking Map organizers to assist students with developing their cognitive processes and to organize their newfound knowledge in ways that help improve their retention and application of the information.
- **Commentary** – Teachers will analyze student work and provide standard-specific feedback to individual students in a timely manner.
- **Conference Logs** – Teachers will discuss and document skill levels and behaviors of students.
- **Portfolios** – Teachers will collect student work in all content areas to show progress. Students will be involved with the charting of their own progress and maintaining their own portfolios/data notebooks.
- **Protocols** – Teachers will use standardized tuning protocols to guide planning actions.
- **Authentic observation** – Teachers will observe students and annotate progress based on the elements of a checklist or rubric.

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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).

- **Computer-assisted learning** – Teachers will utilize various software to provide students with practice and monitor student progress to determine strengths and weaknesses.
- **Teacher-created Common Assessments administered every 4.5 weeks** – Teachers will be able to compare the progress of their students with their peers in other teachers' classes. This will help to identify variables that may be affecting student progress that are class and teacher related.
- **myON electronic leveled texts** – allows students to have unfettered access to texts within the stretch Lexile range using their smartphone and computer technology.
- Utilizing **School & Community Liaison** to conduct trainings that support parents in learning various strategies that can link school to home.
- Adhere to the **Instructional Calendars** (i.e. pacing chart, scope and sequence, and year @ a glance).
- Develop and implement **modification plans** for effective instructional strategies to use with limited English proficiency students, as well as Test Plans that list appropriate testing accommodations for these students to promote success on local and standardized assessments.
- Develop and Implement **Individualized Education Plans (IEP)** for Special Education students to ensure that effective instructional strategies are implemented and appropriate testing accommodations are provided based on the students' needs.
- Use **Instructional Facilitator** to provide additional support to teachers on implementing effective instructional strategies via professional development and/or modeling lessons

Other 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 is through using RTI, Team Teaching, and monitoring the level of rigor being utilized in the classrooms on a daily basis. We will also ensure that teachers receive necessary professional development training in curricular areas to infuse more hands-on techniques and strategies to enhance student learning. Through the use of evaluating and disaggregating data, we will utilize best teaching practices, critical thinking, and rigor to help close the achievement gap of our students. We will also promote real life experiences in the classroom performance tasks to help students gain a better understanding of the standards. Again, through the use of our tutoring and remediation programs, we will address the deficits that we determine by viewing our data.

Opportunities are provided to address children that meet the state's proficient and advanced levels by doing the following:

- Utilizing diagnostic assessment data for placement in accelerated classes (i.e. Honors

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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).

and Gifted courses.

- Incorporating project based learning to enhance, accelerate and individualize instruction.
- Teachers will enhance lessons based upon student interest inventories.

- 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 are beginning to study John Hattie's 2012 book entitled "Visible Learning for Teachers". In addition to our research on effective methods and instructional strategies based on work conducted by Robert Marzano, we know that providing students with an effective and competent teacher, implementing explicit and well-planned lessons, providing students with appropriate learning supports, and preparing students to be better learners are grounded in research. The ten Teacher Keys Effectiveness System (TKES) standards also provide us with a source of scientifically based research strategies and methodologies. These tools, if used with fidelity, will collectively strengthen our academic program, open opportunities to use instructional time more effectively, and grant struggling and underserved students more learning support. In order to strengthen the core academic program in the school, teachers participate in ongoing professional learning with the site instructional facilitator, curriculum coordinators, district teacher development specialists, and outside consultants to sharpen their skills and increase their content knowledge base. Teachers use common planning to collaborate on lesson planning, create common assessments, analyze and disaggregate student data, and critique student work.

In order to extend the learning beyond the traditional school day, teachers are experimenting with Flipped Learning model. Students will view a video of the teacher's direct explanation and modeling the night before class with a guided notes and complete the classwork in flexible groups or independently with the support of the classroom teacher. Students can view the video at their own pace with their parents and enter the classroom the next day with prior knowledge and familiarity. We are seeking to ensure that each student will be given an academic passport that will provide them with their most recent GMAS and Lexile scores so that they can set personal goals of their own.

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Additionally, students have academic time before and after school and on select Saturdays to get enrichment and remediation. During the summer, students can work on high-impact standards and historically more challenging standards for the upcoming school year in smaller class settings.

- **Computer Lab** – The computer lab will be open and made available after school hours for additional practice on basic skills. A variety of educational software will be used to help students improve in their basic skills in all content areas.
- **Pyramid of Interventions** – Using the Pyramid of Intervention to determine when students are struggling and provide strategic interventions to help them show up their areas of need. It documents students' strengths and provide additional challenge in a variety of ways.
- **Parent/Community Liaison** – The parent/community liaison works with teachers and partners in education to plan workshops, provide instructional materials, strategies, and other resources that are designed to help parents help their children.
- **Teachers purposefully infusion technology** in the curriculum by planning and preparing for students based on their needs. This focus on integrating technology is relatively new. We are shifting the use of technology from using the tools for remediation and test preparation to ensuring learners use technology to create, collaborate, analyze and synthesize information.

In addition, we provide students with opportunities to extend their learning time through intensive instruction during after school hours and summer. Our summer bridge program will provide extended opportunities for learning and focuses on providing attendees with high school readiness skills in math, science, social studies, and language arts.

- 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.

Response:

Student support strategies that are used to address the needs of all students include identifying students who need support by subgroup and by need. We closely monitor students' academic performance. We regularly review grades at each grading period to identify at-risk learners. We use the information to design and implement learning supports that will help these students get back on track. Targeted populations such as ESOL students and students with

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 - 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.

disabilities are well supported through our co-teaching model. Special Education students have Individualized Education Plans (IEPs) that correlate to their grade level curriculum. EL students also have modification plans that allow the students to learn grade level content while learning English. General education teachers work collaboratively with special education teachers to disaggregate the data of GMAS scores, Interim assessments, and EL ACCESS testing to determine if an achievement gap exists.

Pointe South Middle School has partnered with several agencies, including the Clayton County Board of Health and System of Care to provide unique learning experiences for low-achieving students and those at risk of not meeting the state student achievement standards. Students can participate in various mentoring opportunities such as or existing KINGS program and the upcoming QUEENS program. The guidance department offers college and career guidance. All students complete career interest inventories and set up GA College411 accounts. The counselors and pupil services help us to identify not only academic supports for our students, but also social supports. The school offers two vocational and technical education programs, Family and Consumer Science and Introduction of Technology / Computer Science.

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

Response:

Teachers will utilize data from national, state, district, and school-based measures to assess if student needs have been met. Student performance will be analyzed to target areas of weaknesses and formulate instructional solutions. Data from several artifacts will be analyzed:

Data Notebooks

Data notebooks will be used to guide instruction. The notebook will contain classroom performance data (in all content areas) from traditional, authentic, and performance – based assessments, including portfolios and individual projects. The notebook will serve as a formative assessment as teachers plan instruction. Teachers will keep their data notebook and have pertinent information that will assist them daily with instruction and student achievement. In addition, data notebooks will be used to collect samples of

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student work with teacher commentary. The notebook will contain the following reports:

- Protocols (checklists and rubrics)
- myON Reading results
- USA Test Prep, MobyMax and iXL growth reports
- Pre- and Post-test results
- Student demographic data

Grade level and department meetings

Each grade level will meet weekly to examine common assessments and monitor student progress. Safety nets will be implemented to ensure students receive acceleration in all content areas as needed.

Progress reports and report cards

The school administrators will meet with teachers on a quarterly basis to discuss their grade distribution report and ways to increase student achievement. Progress reports and report cards will assist parents in keeping abreast of student achievement. Minutes from the meeting will be printed, filed, and monitored.

Student work with teacher commentary

Teachers will provide commentary on student work in all content areas. The commentary will assist students in understanding what is needed to meet or exceed standards.

Remediation

Pointe South Middle School will begin extending instructional services for a remediation initiative entitled **DREAMS**. "DREAMS" is the acronym for **D**eveloping Readiness and **E**quipping **A**ll **M**inds for **S**uccess. This program is designed to address the academic needs of students and to assist students who may need additional instruction in English/ Language Arts, and Mathematics. Due to the level of rigor anticipated on the upcoming Georgia Milestones Assessment, our program will place an emphasis on the cross-curricular integration of Science and Social Studies. In this program, participating students will receive instructional and learning opportunities to support academic success.

3. Instruction by highly qualified professional staff

Response:

Pointe South Middle School employs a staff of 52 highly qualified full time teachers according to the requirements of the Elementary and Secondary Education Act (ESEA). It is the intent of the administration and staff to attract highly qualified personnel by establishing a culture of high expectations with peer support and recognition.

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3. Instruction by highly qualified professional staff

Pointe South Middle School aims to employ teachers who are highly qualified; therefore, the school will work closely with the Clayton County School District's Human Resources Department to attract, select, and retain highly qualified teachers.

Pointe South Middle School develops and maintains procedures and protocols to ensure a supportive school environment for each teacher through the following:

- Assigns mentors to teachers new to the profession to address concerns, provide continuous support and feedback through informal observations and focused walks.
- Assigns mentors to teachers new to the building to address concerns.
- Provides continuous support and feedback through informal observations and focused walks.
- Provide mentors to veteran teachers upon request.
- All professional learning will be tailored to the needs of the individual teacher in a variety of ways.

Currently Pointe South Middle School is at 94.5% Hi-Q. All certified teachers are Highly Qualified (Hi-Q) based on county and state guidelines; this information is updated and reviewed annually by Human Resources and building level administrators. Current teaching certificate are reviewed on the Georgia Professional Standards Commission's website.

- Bachelor's Degrees ~ Level 4 = 23
- Master's Degrees ~~~ Level 5 = 24
- Six – year Degrees ~~ Level 6 = 5
- Doctorate of Education in Leadership and Supervision ~~ Level 7 = 1

All paraprofessionals have met the state mandated guidelines to work as a highly qualified classified employee. Classified staff that do not have degrees fulfilled their requirements by passing the State Mandated Certification Test for Classified employees.

New teachers will attend New Teacher Orientation and continued instructional support from the Teacher Development Specialists through the Professional Learning Department. They will also participate in an orientation session at Pointe South Middle School conducted by the administrative staff. All teachers new to Pointe South Middle School will participate in The Viking Academy for teachers providing support across multiple disciplines. All other professional learning will be tailored to the needs of the individual teacher in a variety of ways, face to face or online.



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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.

Response:

We believe that promoting the continuing education of the faculty and staff promotes the education of the student. With this in mind, our plan includes multiple avenues of professional development. Opportunities for professional learning will be based on staff self-evaluation, student assessments, and TKES. Teachers will identify areas of proficiency in various research-based instructional strategies and knowledge and then select opportunities that will enhance areas of need. These opportunities will be provided throughout the 2016-2017 school year. In addition to staff development opportunities at the school, all staff members at Pointe South Middle School have opportunities at the district's Professional Learning Center (PLC), as well. As permitted, staff members are also encouraged to attend conferences, symposiums, and other workshops that enhance a well-rounded educator. Workshops are not limited to academia, but will also include character education and personal growth.

Pointe South Middle School aligns professional development with Georgia's and College Board's academic content and student academic achievement standards. We use data and curricular documents to identify content areas where our students did not perform well. We conduct a document analysis of state and College Board curricular to look for gaps. Once the gaps or areas that need improvement have been identified, we broker professional development our teachers, paraprofessionals, and administrators need.

We also use feedback from classroom observations to determine needed professional development. We know that our teachers need more learning support to better implement the explicit instruction/gradual release of responsibility framework. This school year, we determined that differentiated instruction was an area of concern based on Teacher Keys Effectiveness System (TKES) data. Therefore, differentiated instruction will be an area for professional development. Professional development will also include training in incorporating reading and numeracy strategies across the curriculum, instructional technology, and grouping models. Additionally, we will continue to provide training regarding data driven instruction to ensure that data is gathered and closely analyzed for the purpose of adjusting instruction.

Additional trainings will include higher order thinking and effective ways to increase parental involvement. Furthermore, we mandate that educators participate in any district required professional development.

We will devote sufficient resources to carry out effective professional development activities that are primarily job embedded and address root causes of academic problems. For example,



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we will devote resources to improve academic achievement for our students we must increase teacher efficacy. This is done through planned, consistent and pervasive professional development during the school day through the support of our instructional site facilitator and after school hours through direct instruction for teachers and staff. To that end, we have dedicated a portion of our Title I funds to professional development including release time, resources, supplies, consultants, and materials to make the opportunities effective.

Many of our trainings will occur on site during monthly reserved professional learning times. Our teachers, paraprofessionals, administrators will learn from subject-matter experts. Learners will engage in a variety of school improvement professional development activities related to strengthen personnel competencies that are needed to effectively enable all students to meet state academic achievement standards. These activities will address school improvement initiatives, needs identified in the staff evaluation process, or mandated professional learning. We will continue to ensure that Ms. Ebony Grant our School and Community Liaison participates in all mandatory Title I trainings.

We will also provide opportunities for parents to engage in learning activities. Learning opportunities take place through Parent Universities, PTSA meetings, Curriculum Nights, and other evening meetings/trainings with parents. We will consultant with individuals or agencies to provide specific content or subject-matter training to parents. To encourage parent participation in these trainings, Title I funds will be used to provide parent resources and access to technology. To maximize funding, all professional development funds that include Title I, IDEA, Title II, District Professional Learning and other funds will be used to support our training needs.

We have included teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs.

The school will provide high-quality and ongoing professional development for teachers, administrators, and paraprofessionals to enable all children to meet the state's student academic achievement standards.

- We will budget at least 2% of their Title I allocation for professional development.
- Professional development must be designed to address identified needs of the school and the district.
- Professional development will be made available for instructional personnel.
- Professional learning regarding the use of academic assessments to improve the



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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.

achievement of individual students and the overall instructional program will be provided to instructional personnel.

Professional Learning Programs and Resources:

- National Science Teachers Association
- National Council of Teachers of Mathematics
- National Council of Economic Education
- National English Teachers Association
- National Council for Social Studies Teachers
- Metro and Griffin RESA and Common Core Georgia Performance Standards
- Differentiated Instruction
- Collaboration/Co-Teaching
- Rigor and Relevance in the Classroom
- Instructional Technology Integration and the 21st Century Digital Classroom Tools
- Thinking Maps
- Gizmos
- Literacy across the Curriculum

We have aligned professional development with the State's academic content and student academic achievement standards.

We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems.

- Utilize instructional facilitator, content coordinators, and lead teachers for on-site job-embedded professional development
- Teachers completed a needs assessment survey for professional and digital learning.
- Monitor classroom instruction through focus walks to ensure implementation of professional development and best practices.
- Purchase books for book studies on research-based strategies and methodologies.
- Redelivery of workshops and meetings that teachers attend.
- Provide resources for classrooms to carry out implementation plans.
- Conduct evaluation after each professional development workshop.
- Conduct weekly grade level meetings
- Allot Title I funds to provide conferences and workshops for teachers
- Provide on-site workshops during and after school to address subgroups at PSMS.



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- Use feedback from TKES classroom observations to determine professional learning needs.

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

- Pointe South Middle School will provide professional learning opportunities in the use of data driven instruction to improve individual student achievement and the overall instructional program. Additionally, teachers complete root-cause analyses on student data to unearth causes for the performances. These causes become the content foci for follow-up professional learning opportunities.
- Teachers will participate in professional learning activities on the use of academic assessments and differentiated instruction to drive the instructional program.
- Teachers work with the site facilitator weekly on the Explicit Instruction framework during collaborative planning and monthly during professional development sessions on early release days.
- Research in the form of a book study and/or research articles will be provided and encouraged for the professional learning communities.

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

Response:

A goal of the Comprehensive District Improvement Plan to recruit and retain is Highly-Qualified staff. To accomplish this goal, Clayton County Public Schools holds job fairs, transfer fairs and recruitment fairs at local colleges and universities. Pointe South Middle School attends these networking opportunities and seeks out the most qualified candidates in order to hire the most effective staff. In addition, administrative team members attend regional recruitment fairs (i.e. Teach for America). Candidates are also interviewed and recommended by the district's TAAP Program (Teacher Academy of Preparation and Pedagogy). In order to recruit the best candidates various non-traditional formats are utilized: phone conference prior to face-to face, interview committee selection and recommendation, use of Google Hangout, Face Time and Skype. The district conducts a New Teacher Orientation (NTO) program in efforts to provide greater insight into the overall operations and procedures of Clayton County Public Schools. Additionally, Pointe South Middle School provides an extension of the district's mentoring program (Teacher Academy) through implementation of a site-based 'Viking Academy' that

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provides support to new and novice teachers. The targeted objective is to increase teacher morale, retention, and build capacity. The goal has intent of successful acclimation into the school culture. We will continue to participate in all district staff recruitment and retention efforts. Today, most if not all public school districts are struggling with attracting high-quality highly qualified teachers to high-need schools. Clayton County Public Schools is offering financial incentives to attract 2016-2017 teachers to the district. Additionally, the district is awarding contract signing bonus to teachers who teach in hard-to-fill content areas. While these incentives will certainly close the vacancy gap, all school leaders have the responsibility of ensuring students are taught by highly qualified teachers, inducting new and novice teachers to the school, evaluating teachers to determine their efficacy and effectiveness, and retaining quality teachers.

Highly Qualified staff determines Professional Development courses by participating in a survey conducted at the end of the school year. The survey is given to paraprofessionals and teachers to determine needs of the staff and areas to improve student achievement and school improvement. The Leadership Team writes the Professional Development Plan based on the findings of the survey, district requirements and the funding available.

Teachers new to the area (state) are given information about housing (apartment complexes and subdivisions); parents of new teachers are invited to visit the school to meet the Principal and members of the school. They are given telephone numbers to call when transitioning if they have questions or concerns.

During the week on "New Teacher Orientation" the building is open for all staff members to work in the classrooms prior to pre – planning. The last day of orientation we host a luncheon in the media center for all new staff members. The TSS, counselor, office staff, and administrators welcome them. After the luncheon the teachers tour the building with their TSS and continue working in their classrooms.

Laptops are provided by the county for every certified teacher, email addresses were provided to every member of our staff; cafeteria, custodians, paraprofessionals, teachers, office staff, administrators to access school and county information. Voice Mail is also available to classroom teachers and support staff.

Teachers are provided common planning time to meet daily for up to 75 minutes to discuss and plan. Every Tuesday (Data Digs) the staff (grade levels) meets with members of the Leadership Team and Every Thursday (Curriculum Connections) the staff (grade levels) meets with Ms. Edwards the Instructional Facilitator and members of the Leadership Team to discuss, effective teaching practices and ensure a rigorous implementation of the Common Core State Standards, as well as discussion root causes, plan and update them on system initiatives (i.e.: Academic Galleries, Rigor Meter, Common Core State Standards Based Classrooms, Writing Destinations,

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etc.).

All parent conferences should be planned for Mondays, Wednesdays or Fridays, during planning or after school and should not be scheduled to conflict with school wide initiatives. All conferences must be documented. NO EXCEPTIONS. Professional development opportunities are to be offered on Thursdays, during the curriculum connections time. Any outside vendor trainings will be scheduled on these days. We are implementing a site based schedule of approved professional learning opportunities. Collaborative Planning time is dedicated to the creation and upkeep of standards based lesson plans and DES accommodations The expectation is for all teachers to report to collaborative planning according to the schedule. The administrative team monitors the process to determine the effectiveness of the implementation process. Leadership team will ensure that teachers use the collaborative planning tools provided during each session. In addition, we are asking that teachers apply meeting norms to allow for productivity (Facilitator, timekeeper, recorder, etc.). **All assessments** should be processed in all content areas through **Edutrax**. This will allow for data to be uploaded in a timely manner in order to provide feedback to inform instruction and to provide results to the district. **Minutes for each meeting:** The content leader is required to forward minutes from the meeting to Mrs. Owens and the department Chair at the end of each session (Take them electronically during the session). Meetings are designed for shared Governance, distributive Leadership, and upkeep of school norms.

Pointe South Middle School examines its staffing data to determine the educators' credentials. For example, we examine type and level of certification, educational degree earned, number of years of teaching, teaching experience, and area of certification. We use these data to match staff to needs. For example, Pointe South Middle School practices, where possible, not assigning all novice and new teachers to all collaborative / at risk classrooms. We take advantage of technology, word-of-mouth, and communications to share good news" about Pointe South Middle School. This marketing strategy encourages potential staff candidate, students, and parents to investigate the possibility of becoming a member of the Pointe South Middle School family. We also implement a variety of recognition and support activities to promote staff retention. Some of these activities are listed below.

- Implementing a New Teacher Mentoring Program (Viking Academy)
- Conducting Yearly Teacher Recognitions and monthly shout-outs
- Hosting Weekly Professional Development
- Creating a culture of learning
- Practicing a shared leadership/professional learning community model through regular department and curriculum area meetings
- Facilitating open dialogue between staff and the administrative team
- Creating and expanding avenues for teacher leadership in multiple aspects of the school program

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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 school-wide programs and the school parental involvement policy. Pointe South Middle School will schedule Title I Planning Meetings and invite parents of all students, school staff, students, and community members to attend. Pointe South Middle School will continuously solicit the input of parents and make efforts to engage migrant and homeless parents, as well as those with disabilities. This will be accomplished through surveys, informational meetings, individual meetings in the Parent Resource Center, and from parent or counselor contacts. In addition, evaluation forms distributed at the end of each workshop or meeting will be a way for parents to voice any concerns or requests. Parents are free to provide their names and phone numbers to the administrators or on the evaluation forms for follow up dialogues. The school administrators will then contact them with further information about their concerns or requests.

- 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 parent involvement plan available to the local community. During the annual Title I Planning Meeting, Pointe South Middle School parents will assist in planning, developing, and approving the school's Title I school-wide program plan and budget, as well as parent involvement documents, such as, the school-parent compact and the parent involvement policy. Parents will continually be invited to participate in the title I, Local School Council meetings, and other planning processes of the school.

- 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 school-wide plan, and the school-parent compact. All parents of participating children are encouraged and invited to attend. Parents will be invited to the annual Title I parent meeting through flyers, the School Messenger dial out system, the school marquee, and the school's website. The annual Title I meeting will be held at Pointe South Middle School on September 8th, 2016 for parents of all students. This annual meeting was be facilitated by Ms. Sandra Nicholson, the Principal of the school.

- D. We will offer a flexible number of meetings, such as meetings in the morning or evening. Additionally, Pointe South Middle School will hold two annual Title I parent meetings on different days and at different times and have several workshops for parents will be outlined in the school's 2016-2017 Parent Involvement Calendar of Events. Parents who

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cannot attend the meetings may schedule an appointment with the Title I Parent Liaison to receive additional information in the Parent Resource Center.

- 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. Additionally, we will 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 practically possible, by having a Title I planning meeting and an annual parent meeting to receive important information regarding the Title I program. Students performing below grade level will receive an academic contract to inform parents of their lack of progress. Conferences will be held twice a year, and/or by parent/teacher/administrator request. In order to help parents better understand the promotion requirements and curriculum, various parent workshops will be provided. Explanations will also be communicated to parents with test scores at parent teacher conferences. The workshops will focus on the core content areas. It is our intention to build positive relationships, assist with developing instructional strategies, and to provide resources through the Parent Resource Center. There are many opportunities throughout the school year for our families and community members to become partners in the education of all students. Pointe South Middle School offers a parent volunteer program. This is a group of parents, guardians, and community members that volunteer their time to the school. The volunteers assist in the media center, Parent Resource Center, student performances and events, and other areas as needed. There is a Local School Council that actively participates in Title I planning meetings to review data, school goals and objectives, and make any decisions that might be necessary in order to address the school's targeted needs.
- 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. Pointe South Middle School has developed and annually revises a school-parent compact along with parents, student volunteers, and members of the community, and school administration and faculty. All parents and students are invited each year by the school principal to attend the Title I planning meeting to provide input in revising the compact. This school-parent compact sets the expectations of each of the parties regarding the responsibilities for the education of students. The compact will be sent home to all families with the students and will be posted on the school's website and in the Parent Resource Center. The compact will be signed and dated by the teacher, student, parent(s), and an administrator. The compact will be revisited

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with parents during conferences and other Title I meetings.

- 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. The key method Pointe South Middle School will use to provide assistance to parents in understanding the state's academic content standards and assessments is through informational meetings and workshops throughout the school year. Parents also have access to Infinite Campus, which can be found on the district's website, www.clayton.k12.ga.us. Infinite Campus is a way parents can view their child's grades immediately after his/her teacher enters them in the grade book. By viewing their children's grades and attendance, parents will be able to easily monitor their child's progress in each class.
- 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 and help parents work with their child to improve their child's achievement. These trainings will be provided by the Title I Parent Liaison, school counselors, school administrators or teachers, external presenters, district personnel, or others. The Title I Parent Liaison will assist parents and serve as a liaison between home and school. Parents who are unable to attend trainings or workshops will be able to request materials be sent home.

When practical, interpretation will be provided for our Spanish speaking families. Please see the Calendar of Events for details of workshops and activities that are planned for parent involvement.

- I. We will provide training to educate teachers, pupil services personnel, administrators, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and building ties between parents and the school, by working with parents as equal partners in the educational process to positively impact the academic achievement of the students. The administration will offer staff development opportunities for the entire faculty to build the necessary relationships between home and school, while emphasizing the value of parental contributions and parental involvement. We may also ask other CCPS support personnel to assist in presenting strategies for effective parent involvement. Some of the staff development courses that will be offered will include training on middle school assessments and curriculum. A staff development will be offered for all teachers to educate them on the importance of effective teacher/parent communication. Teachers

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will be provided with strategies that can be helpful to them when working with parents. An orientation of the Parent Resource Center will be provided for all staff members to make certain that they are aware of the resources that are offered for parents. A suggestion box will be placed in the Parent Resource Center to gather suggestions and comments from parents to help improve communication and support.

- 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. The school will help students transition from middle school to high school. This will be done through information provided by Pointe South Middle School counselors and teachers. Pointe South Middle School staff will collaborate with state and other CCPS personnel to provide services for our homeless, neglected and delinquent, and migrant population. The Title I Parent Liaison and school staff will encourage and support parents during the transition periods mentioned above.
- 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. Pointe South Middle School will use clear, simple, and parent-friendly language to communicate information related to school and parent programs. Information will be translated into Spanish and other languages when appropriate. In order to maintain contact with the parents, the school will use automated calling systems, school marquee, school website, emails, newsletters, flyers, and other means of communication.
- 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. When appropriate, Title I funds will be used for childcare, interpreters, transportation, and technological services at parent involvement activities. Pointe South Middle School will also attempt to accommodate the needs of parents with disabilities and those of migratory and homeless, neglected and delinquent students, as well as parents with limited English proficiency.

The Parent Resource Center at Pointe South Middle School will be established in September



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2014. It will offer a variety of learning resources for parents to checkout and utilize at home for extended home learning. The Parent Resource Center will be facilitated by parent volunteers and the Title I Parent Liaison who can provide assistance to parents to gain a better understanding of the educational process, as well as training to help them learn skills to better assist their children academically. To assist our families of children with special needs, we have access to two parent mentors at the district level that are available as a resource. Our families classified as homeless have access to a social worker, school counselors, and the district's Homeless Liaison.

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 or to assist students with the transition to middle school, high school or college.

Response:

To smooth the transition from elementary to middle school, Pointe South Middle School offers a Rising 6th Grade Parent Orientation Night to address questions parent may have about middle school, interventions for students who may need additional support, testing, and the middle school curricula. In the spring, the rising 6th grade students are invited to a transition presentation and orientation tour of the school. If parents are unable to attend the spring transition meeting, they can attend a make-up session before school starts in the fall.

Another event to assist sixth grade students with making the transition from 5th to 6th grade at Pointe South Middle School is our multi-day summer bridge program. Students will learn from teachers and counselors how to navigate through middle school. The program is designed to help sixth grade students make a smooth transition into middle school by giving them an early introduction to the expectations of middle school. In the fall, the school will open an Open House for 6th grade and new students only.

The preparation of rising 9th graders will be in line with the rigors of the high school curricula. Additionally, teachers can collaborate on the effective implementation of research-based instructional strategies. During the school year, our 8th grade students visit the feeder high school. High school Marching Band students come over quarterly to host programs and discussions with current 8th graders about high school life and expectations.

Throughout the school year vertical teaming is done for teachers to collaborate. The teachers discuss important information in making the students' transition easier. The counselor conducts classroom guidance sessions with the students to inform them of what to expect next school year.

The 8th grade students visit their assigned High school for the upcoming school year in May. During this visit they meet the Leadership Team, counselors, Connections teachers and

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classroom teachers for 9th grade. They are given vital information to give to their parents and are able to ask questions about their upcoming middle school experience. Chorus and band students perform along with performances from the Step and drill teams, cheerleaders and members of the sports teams and coaches introduce themselves.

The middle school counselors and Leadership Team visit periodically to meet with the counselor, teachers and administrators recommending things that will assist in making the transition to middle school easier. The counselors are the contact for this activity and it takes place during the spring of the year.

We host an informational 6th grade orientation where Leadership Team meets to discuss curriculum, homework policies, uniform dress policies, etc.

We also host a rising 6th Grade Bridge Program where teachers provide a glimpse of the middle school. Students complete classroom lessons, change classes, and view the school for an entire week.

Teachers meet with parents at the beginning of the year to provide them with information that will prepare them for their child's public school education. Information about the curriculum and pacing are provided. Procedures, grading system, assessments, etc are discussed during these conferences and parent nights.

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

Response:

Teachers will use the Statewide Longitudinal Data System (SLDS), Georgia Milestones, SRI, formative assessments, and summative assessments data in their decision-making. Pointe South Middle School will train teachers to write common assessments. Especially in core academic areas, based on standards. They will administer these assessments and use the data to gather information about the effectiveness of teaching and learning. Students will use the data to set goals and evaluate their progress toward meeting goals. Teachers and students will be trained on how to conduct these activities. Teachers are given opportunities to participate in the decision-making process of selecting, implementing, and monitoring site-based academic assessments.

Schoolwide: Staff analyzes the school's performance on the Georgia Milestones End-of-Course and End-of-Grade assessments at the beginning of the school year. Teachers analyze their



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students' performance on content area/course common assessments to dictate daily instruction, and on-going classroom and content area/course assessments. This data shows the overall strengths and areas of improvement for Pointe South Middle School. This allows the content area chair along with the instructional site facilitator to make adjustments to the pacing guide to address the learning gaps. It also allows the current grade level to make a year-long plan that includes the previous years' deficiencies and current deficiencies. At the end of the school year, all assessment data is used between courses/grade levels in the process of vertical planning.

Individual Classrooms: Each teacher maintains student and course data reports from the State Longitudinal Data System (SLDS), Georgia Milestones, SRI, formative assessments, and summative assessment data. This data helps teachers to plan for effective and differentiated instruction. These assessments tools help teachers to address growth and weaknesses and to monitor the achievement of each student on a regular basis.

To ensure that we are achieving our mission each year, grade level and content area teachers are provided with common planning time to discuss historical and current data trends based on assessments to guide their daily instruction. This common planning time allows teachers to make changes in the instructional calendar for pacing purposes based on results of assessments to ensure success for all students. Pointe South Middle School utilizes collaboration, common grade level and content planning and vertical team alignment of the curriculum to support all learners in accordance with the school's vision and mission.

Title I funds at Pointe South Middle School will be utilized to support English Language Arts, Math, Science, and Social Studies with supplemental instructional resources and supplies, afterschool/Saturday tutorial program including transportation for struggling students in the core content areas, laptop cart to support instructional technology and content specific professional development for teachers. Title I funds will be utilized to purchase resources (books, brochures, newsletters, and instructional materials) and computers for parents to be housed in the Parent Resource Center and stipends for teachers conducting parent workshops/trainings after contracted hours.

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

Response:

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 additional assistance. Using assessment data, especially formative assessment

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data, teachers will give student timely and actionable feedback. Teachers and leaders will use classroom observations and student artifacts to also identify learner difficulties. We will use Title I funds to implement appropriate, targeted, and focused remediation, interventions, and preventions to support our student learners.

There are many measures at Pointe South Middle School in place to ensure student success. As a part of our Title I school-wide and comprehensive school improvement plans, teachers and administrators monitor student success rates within classrooms by looking at the overall passing rates. Teachers monitor students' ability to grasp concepts through daily informal assessments, such as observations, student responses in class, quizzes, and common formative assessments. Weekly, teachers meet in a collaborative setting to identify and discuss students' academic needs. If a student is struggling, we require an ongoing evaluation of the student. RTI interventions, differentiation of instruction, small group/one-on-one interventions, and opportunities for co-teaching are strategies that also help to ensure that student weaknesses are identified timely. The Response-to-Intervention (RTI) model enables our teachers to take a more detailed look at instruction while utilizing continuous classroom assessment. The tiered approach in RTI supports students experiencing difficulties while increasing supports. As students move into tiers two and three, parental involvement is a key component of the intervention. If students continue to exhibit learning challenges with the curriculum, a Student Support Team (SST) meeting is convened to discuss further evaluation needs.

Technology is leveraged to offer support and ensure student success. Parents are encouraged to utilize Infinite Campus to view updated grades and attendance for all classes. Infinite Campus identifies missing assignments, failing averages, and specific test averages.

Students needing intervention for state and district assessments are identified and offered intervention opportunities. Intervention classes are offered in a variety of ways to capture the needs of our students. Students are offered opportunities for remediation and/or credit recovery after school and on Saturdays.

Title I funds at Pointe South Middle School will be utilized to support English Language Arts, Math, Science, and Social Studies with supplemental instructional resources and supplies, afterschool/Saturday tutorial program including transportation for struggling students in the core content areas, laptop cart to support instructional technology and content specific professional development for teachers. Title I funds will be utilized to purchase resources (books, brochures, newsletters, and instructional materials) and computers for parents to be houses in the Parent Resource Center and stipends for teachers conducting parent workshops/trainings after contracted hours.

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 additional assistance.

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

Response:

Pointe South Middle School coordinates and integrates federal, state, and local services and programs to ensure that our students achieve academic success. We work closely with the Office of Federal Programs to maximize the use of Title funds and to use them appropriately. We also use various academic department school-based budgets in ways to support teaching and learning.

Additionally, academic coordinators support the school with an annual budget and the resources needed to implement the curriculum. We frequently conduct funding gap analyses and review our Title I plan to determine how our Title I funds can be spent. This ensures that we do not supplant. One of the supports we have for re-teaching is our afterschool remediation program. The district bears a fixed cost for each school to implement afterschool learning support programs. Because these funds are limited and set aside for a fixed purpose, we use Title I funds to offer additional learning support that are based on students' immediate needs.

Because the district participants in the Community Eligibility Program (CEP), all of our students eat meals at no cost to them. We work with the district Nutrition and Technology Departments to ensure that students who qualify for free or reduced meals are identified in our Student Information System.

In addition Pointe South Middle School has hired a Parent Liaison who will conduct workshops on addressing bullying, the importance of balanced nutrition, and adult education resources. As well as other topics gleaned from parent surveys.

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

Response:

The district began the Georgia Milestones score report training by training at least one school administrator and the instructional site facilitators. The three-hour training included a PowerPoint, sample scores reports, and a binder to hold data documents. The participants then trained school staff. Following the initial training, the district created a Georgia Milestones parent and student training toolkit that included a PowerPoint, presenter's guide, parent/student documents, and sample score reports along with directives for implementation.

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Each school leader is responsible for ensuring parents and students are trained on how to read and interpret individual student Georgia Milestones score reports. Our district has ensured that these resources are accessible to non-English speakers. We will continue to conduct these trainings annually. The district, through the Office of Federal Programs, also hosts an annual Georgia Milestones parent conference that includes a session on Georgia Milestones score reporting and interpretation.

Individual student classroom tests and other assessment results will be provided to parents through the mail or sent home. Additionally, we will hold frequent assessment conferences with parents, students, and staff to review various assessment results and to communicate how data can be interpreted and used. When students' standardized test results are reported, parents receive the results along with an interpretative guide. Parents are also provided with their child's progress reports every four and half weeks, and the report card every nine weeks. These grades are also available in the Infinite Campus parent portal. Parents can also participate in academic conferences concerning their child. At the conference, they are allowed to view their child's reported scores.

Pointe South Middle School will host various Title I parent meetings and will provide parents with information about their child's progress in school. We will also share with them various strategies they can use at home to help their child(ren) improve. Academic opportunities are made available to help students with their academic weaknesses. Struggling students progressively go through the Response to Intervention (RTI) Process to receive additional strategies to support their deficits in academics/behavior. These students are placed in Tier II. If students require any additional (individualized) support they are referred to the Student Support Team (SST) and placed in Tier III. At this tier students are assessed to assist in identifying areas of weakness as well as strengths. If additional (extensive) strategies/interventions are required students are referred for screening to determine if Tier IV supports are needed.

Parents will be informed of individual assessment results during parent conference weeks in September and January, Curriculum nights in October and April, individual MTSS meetings typically held on Tuesdays, and our Parent Liaison will facilitate parent access to student performance through Parent Portal in Infinite Campus.

The Onsite Mobile Zoo field trip experience encourages exploration of experimentation, hypothesis formation, inference skills, and cooperative learning.

District Remediation in each school was held in January – March for students in 6th, 7th, and 8th grade who failed the GMAS (2015) in reading and or math the previous year. The program was held after school for two hours. Students received reading on Mondays and math on Wednesdays for the three month period. Transportation was provided for these students to

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ensure that we reached the students most at risk. This remediation support will continue base on GMAS score report.

Saturday Success was held by teachers and administrators during the months of January through April for students needing additional help in reading and math. The parents and students attended two (2) hour sessions and benefitted from strategies that were taught to assist them with problem solving in math and locating information, main idea, drawing conclusions, etc.

Summer Intervention was be in June 2017, all students in grade 8, will be placed in leveled groups according to GMAS Assessment (2016). Students will receive 120+ minutes of instruction in the areas of math, reading, and language arts.

Grade book parent training is to be provided by the parent liaison or media specialist if requested. Parents are able to utilize computers located in the media center or the Parent Resource Center. Assistance is given for resumes, finding jobs, etc.

Department of Education (DOE) CRCT website information provided to parents during parent conferences and via our newsletter

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

Response:

The Department of Assessment and Accountability for Clayton County Public Schools is responsible for the collection and disaggregating results from our state and national assessments, especially the Georgia Milestones, which is a state mandated test.

Data analysis is a main responsibility for teachers. However, the instructional site facilitator gives guidance to teachers for implementing protocols to be used for reviewing, analyzing, and interpreting data. We administer various formative and summative assessments via Edutrax, which is an electronic tool used to collect and disaggregate assessment results. Our teachers disaggregate and discuss student data turning our weekly collaboration meetings. Teachers bring data and artifacts of teaching and learning to discuss to the weekly collaborative meetings.

Albeit Edutrax is used primarily local assessment collection and analysis, the State Longitudinal Data System (SLDS) is also utilized. We require teachers, during their collaboration meetings, to review data by "all students" and subgroups that include English Learners, special education, gifted, race, ethnicity, economically disadvantaged, and gender.

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Parent receive information informing them of our CCRPI Score and our Reward/Monitor Status at the beginning of each year via parent letter, marquee' messages, School Messenger calling post messages, intermittent parent flyers, and quarterly newsletters.

Parents will receive information during Parent Teacher Conferences, meeting with the school counselor or administrator. In addition teachers will send conference letters, a School Messenger message will be sent inviting parents to the Parent Teacher Association (PTSA) meetings and to sign up for parent conferences

The Districts data department maintains all test data (ongoing process) that is uploaded for classroom teachers and administrators to utilize via the Statewide Longitudinal Data System and Thinkgate data management and assessment system when necessary.

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

Response

The Georgia Department of Education (GaDOE) follows strict and accurate accountability procedures to ensure the reporting of statistically valid and reliable assessment results. The Department of Research, Evaluation, Assessment, and Accountability works with GaDOE to further ensure valid and reliable assessment data and to improve procedures to enhance the process, accordingly.

The summative assessment data utilized in the development of this Title I plan are derived from both state and national assessments that have been validated and administered statewide and nationwide.

The district's Department of Research, Evaluation, Assessment, and Accountability is responsible for developing tools and processes that can be used to analyze and report performance data that meets the decision-making requirements of Clayton County Public Schools' stakeholders, including administrators, teachers, other employees, students, parents, and the general community. The Department fosters the use of data by our staff through the implementation of training and the development of training materials that are shared with us.

14. Provisions for public reporting of disaggregated data.

Response:

The Georgia Department of Education (GaDOE) reports public results of the state assessments via its website. We receive aggregated and disaggregated data via the GaDOE portal or the test vendor's portal. Our 2015 Georgia Milestones school summary and student population reports will be posted on the school's website by August 31, 2016. Additionally, the Governor's Office of Student Achievement posts aggregate and disaggregated students and school data.

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As a result of the Elementary and Secondary Education Act waiver, data are reported via the College and Career Readiness Performance Index. This information is found on the GaDOE's website. For stakeholder convenience, a link to the state's website is available on the school's website.

Lastly, Pointe South Middle School will annually publish its state test results aggregated and disaggregated in a flyer that will be distributed to stakeholders. This flyer will also be available for stakeholders in the media center, Parent Resource Center, website, and front office. We will also continue to communicate student outcome results to parents and stakeholders at various school and parent meetings throughout the school year.

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

Response:

The current Title I school-wide plan Pointe South Middle School is operating under was developed by stakeholders during the 2015-2016 school year. However, the Title I plan is a living document that is frequently monitored and updated to meet changing needs. Meetings to review and give stakeholders the opportunity to provide feedback for the school-wide plan are conducted semi-annually. We amassed a committee comprised of various stakeholders to assist with developing a school-wide plan that will help improve student achievement. This committee has been engaged in the school-wide Title planning process for one year. Pointe South Middle School uses multiple forms of communication to invite feedback and input on its Title I plan annually. An annual meeting for all stakeholders (parents, students, and staff) will be held to discuss data and changes to the school-wide plan, input, and feedback will be requested from all participants.

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

Response:

The school-wide plan is developed with the involvement of the community and individuals who will carry out the plan including teachers, administrators, support personnel, and parents. Prior to the beginning of the school year, the school's leadership retreat was held. Attending the retreat were the administrative team, department chairs, and the instructional site facilitator. These stakeholders participated in the initial development of this plan. The initial plan was taken back to the school to give staff and parents the opportunity to be involved and provide input in the plan's development. Specifically, parents were invited to attend the Title I school-wide planning meeting through flyers, phone calls, and other forms of advertisements. At the meeting, we collaboratively analyzed all of the current and historical data for Forest Park Middle School, both academic and non-academic data. All stakeholders had the opportunity to provide verbal feedback and engage in a variety of planning meeting sessions. We strongly encouraged participants to provide input at the planning meetings and through document reviews, parent surveys, and email.

Committee Members:

Sandra L Nicholson	Principal
Robert Owens	Assistant Principal
Michael Walraven	Assistant Principal
Catrina Edwards	Instructional Site Facilitator
Lydia McKeever	Media Specialist
Maiden Carnes	Counselor
Ebony Grant	Parent Liaison
Millette Miller	Lead Mentor Teacher
Purcella Coleman	6 th Grade Chair
Trencia Brocks	7 th Grade Chair
Kimberly Jenkins	8 th Grade Chair
Gwendolyn Smith	Connections Chair
Kurt Harden	Science Chair
Millette Miller	Social Studies Chair
Onequa Hampshire	Math Chair
Kimberly Lawson	ELA Chair
Tracy Colter	DES Chair
Anita Williams	Athletic Director



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Linda Price	Administrative Assistant
Michelle Owens	Parent
Natalie Hodge	Parent
Ameeko Copeland	Parent
Barbara Brookins	Parent
Shemena Conley	Parent
Issac Brookins	Student SGA President

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

Response:

A copy of Pointe South Middle School's school-wide plan is available to the LEA in the district's Office of Federal Programs at the Clayton County Public School's Central Office. Additional copies of the school-wide plan is available to all stakeholders via the school's website, media center, front office, and the Parent Resource Center. The school-wide plan will be discussed at the parent meetings including Open House, Curriculum Night, annual Title I meeting, and Local School Council meetings.

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

Response:

Language translation interpretation services are available for speakers of languages other than English by the districts Title III/ESOL department. Translation and/or interpretation of the school's improvement and Title I plans, to the extent feasible, shall be provided in any language, where there is a significant percentage of parents of participating students, whose primary language is a language other than English. To date, our plans need to be translated in Spanish.

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

Response:

Pointe South Middle School's Title I plan is subject to the school improvement provisions of Section 1116 which is to improve the academic achievement of disadvantaged students, and to involve stakeholders in the decision-making process. The plan is updated annually with stakeholder input and monitored throughout the year. The school is not identified as a Priority or Focus School for the 2016-2017 school year.