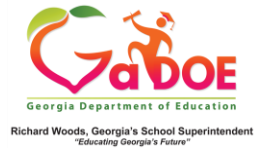


Georgia Department of Education Title I Schoolwide/School Improvement Plan

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: Adamson Middle School	District Name: Clayton	
Principal Name: Charles Wilkerson	School Year: 2017-2018	
School Mailing Address: 3187 Rex Road, Rex, GA 30273		
Telephone: 770-968-2925		
District Title I Director/Coordinator Name: Katrina Thompson		
District Title I Director/Coordinator Mailing Address: 3187 Rex Road, Rex, GA 30273		
Email Address: katrina.thompson@clayton.k12.g.us		
Telephone: 770-473-2700		
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: 11/6/2017	
Title I Director's Signature:	Date:	
Superintendent's Signature:	Date:	
Revision Date: 11/6/17	Revision Date:	Revision Date:



Georgia Department of Education

Title I Schoolwide/School Improvement Plan

SWP Template Instructions

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

Georgia Department of Education Title I Schoolwide/School Improvement Plan

Planning Committee Members

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Charles Wilkerson		Principal
Melody Powell		Assistant Principal
Sherry Nance		Assistant Principal
Sandra Bowden		Counselor
Adrione Riley		Grade Six Chair
Sandra Durham		Gifted Chair
Michael McCullough		Grade Eight Chair
Tequila Sanders		Math Chair
Lewis Brown		Social Studies Chair
Calanthia Carter		ELA Chair
JoAnne Ramey		Connections Chair
Sylvia Gardiner		DES Chair
Adesumbo Adefioye		Parent Liaison
Dr. Paul Cook		Community
Samantha Davis		Parent
Arthelia Moore-Nelson		PBIS Chair/ Science Chair
Whitney Powell		Grade Seven Chair

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).
<i>Response:</i>	
A.	Adamson has developed its school wide plan with the participation of individuals who will carry out the comprehensive school wide / school improvement plan. Those persons involved included, but were not limited to administrators, teachers, department chairpersons, grade-level chairpersons, parent liaison, instructional facilitator, media specialist, data/CCRPI team leaders discipline team leaders / PBIS, exceptional education department chair, parents, and a student. Participants met as the Better Seeking / Leadership Team and discussed goals and strategies for the 2017-2018 school year. Collaboration was accomplished through leadership meetings, leadership retreat, school council meetings, and through Title I school-wide planning meeting involving all stakeholders. Next, the proposed goals and strategies were shared with faculty and staff. In these meetings, data was disaggregated, reviewed, discussed, and analyzed to determine whether prior year goals had been met and to help determine goals for the 2017-2018 school year. Finally, the Better Seeking / Leadership Team shared feedback from teachers, staff, parents, and the community and revised the School Wide Plan accordingly.
B.	Each academic department chair collaborated with their department's teachers to analyze its content area data. Georgia Milestones, district benchmark, unit assessment, and common assessment data were reviewed by all students and various subgroups. Content area teachers identified potential reasons or causes for areas in which students struggled. In addition, Adamson Middle School used a variety of survey instrument results and procedures to obtain information for needs assessment, along with the Title I Parent Survey in the Spring of 2017 from all stakeholders. The results of the surveys indicated support for the programs supported by Title, therefore, providing an overview of information on how to plan for funding received can be utilized. Additionally, Adamson's Parent Liaison obtained feedback from parents through e-mail, in person, and in various Parent Academy programs. The school utilized feedback from parents and students in PTO meetings, School Council meetings, and informal meetings with all stakeholders. In addition, the school utilizes a parent survey to assess parents' perceptions about Adamson Middle School and its programs. Additionally, the school has utilized brainstorming sessions and root cause analysis in Grade Level, Department, and School Leadership Meetings, wherein the Instructional Site Facilitator lead groups to ascertain school's curricular needs needed to support teachers in their quest to increase student achievement and narrow the achievement

Georgia Department of Education Title I Schoolwide/School Improvement Plan

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gap.

 - Student and Teacher Attendance Data
 - Parent Liaison Parental Involvement Data
 - Discipline Reports (Big 7 Reports)
 - TKES/LKES Data
 - District Benchmark Results
 - Individual Education Plans
 - 504 Accommodations
 - RTI/SST
 - Teacher/Student/Parent Surveys
 - Georgia Milestone Assessment System

All data were presented in a chart format that visually represented three year trend data to easily identify weaknesses and strengths in student performance. In those meetings, along with in School Council Meetings, student attendance, achievement, and discipline data were analyzed to plan for improvement in each area. Most particularly, a comparative study of 2015 – 2016 vs. 2016-2017 student achievement data and baseline data from 2014-2015 were included in this plan to develop goals for 2017-2018 school year.

 - C. Adamson Middle School does not have a migrant student population at this time. In the event the school 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. Adamson will diagnose their needs, create and maintain a profile based on the needs assessment, plan engaging instruction, teach Georgia Standards of Excellence, 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.
 - D. Adamson has 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 GMAS data for Writing, Math, Science, English, and Social Studies.

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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 additional room for growth in all academic areas.

CCRPI Score			
2015-2016		2016-2017	
Overall CCRPI Score: 61.7		Overall CCRPI Score: 69.8	
Achievement Points Earned:	22.4	Achievement Points Earned:	24.3
Progress Points Earned:	32.5	Progress Points Earned:	37.8
Achievement Gap Points Earned:	5.8	Achievement Gap Points Earned:	6.7
Challenge Points Earned:	1	Challenge Points Earned:	1
Overall CCRPI Score: 61.7		Overall CCRPI Score: 69.8	

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2016-2017 Georgia Milestone Assessment Data																						
ALGEBRA I												PHYSICAL SCIENCE										
	Percent of Beginning		Percent of Developing		Percent of Proficient		Percent of Distinguishe d		Percent of Proficient and/Distinguish ed		2017 State Performan ce Target	Percent of Beginning		Percent of Developing		Percent of Proficient		Percent of Distinguishe d		Percent of Proficient and/Distinguish ed		2017 State Performan ce Target
	#	%	#	%	#	%	#	%	#	%	%	#	%	#	%	#	%	#	%	#	%	%
ALL Students	0	0	7	29.2 %	12	50 %	5	20.8%	17	70.8	63.6	4	12.5 %	16	50 %	11	34.4 %	1	3.1%	12	37.5%	58.5%
Black	0	0	6	33%	8	44 %	4	22%	12	67%	48.7	4	19%	9	43 %	7	33%	1	5%	8	38%	42.5
Hispanic	0	0	1	25%	2	50 %	1	25%	3	75%	56.5	0	0	5	71 %	2	29%	0	0	2	29%	54.3
Multiracial	0	0	0	0	0	0	0	0	0	0	68.3	0	0	2		0	0	0	0	0	0	62.5
White	0	0	0	0	0	0	0	0	0	0	75.7	0	0	0	0	0	0	0	0	0	0	69.6
Econ-Disadvantag ed	0	0	7	29%	12	50 %	5	21%	17	81%	52.1	4	12.5 %	16	50 %	11	34%	1	3%	12	37.5%	48.6
Non -English Learners	0	0	7	29%	12	50 %	5	21%	17	81%	37.2	4	12.5 %	16	50 %	11	34%	1	3%	12	37.5%	34.5
Non - Students with Disabilities	0	0	7	29%	12	50 %	5	21%	17	81%	34.4	4	12.5 %	16	50 %	11	34%	1	3%	12	37.5%	34.5



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Georgia Milestone Assessment Data and Subgroup Performance Targets (Performance Targets Reflect a 5% expected increase)

	ELA			Math			Social Studies			Science		
	2015 Percent Proficient/ Distinguishe d	2016 Subgroup Proficienc y Rate	2017 Subgroup Proficienc y Rate	2015 Percent Proficient / Distinguishe d	2016 Subgroup Proficienc y Rate	2017 Subgroup Proficienc y Rate	2015 Percent Proficient / Distinguishe d	2016 Subgroup Proficienc y Rate	2017 Subgroup Proficienc y Rate	2015 Percent Proficient / Distinguishe d	2016 Subgroup Proficienc y Rate	2017 Subgroup Proficienc y Rate
All Student	60.3	26.3	31	63.8	16.8	21	57.4	17.7	26	59.7	15.7	9
Asian	92.7	75	0	100	85.7	0	89.2	64.3	0	93.4	67.9	0
Black	45.1	44.1	23	46.2	38.4	16.6	38.8	39.3	22	43.5	31.2	6
Hispanic	51.3	44.8	24	56.7	47.3	22.3	48.3	50.7	0	51.1	43.2	6
Multi	65.5	36.4	0	67.5	31.8	0	63.4	40.9	0	64.2	27.8	0
White	72.8	38.9	0	77.2	36.1	0	72.9	30.6	0	73	15.5	0
Econ Disadvantage	47.5	44.64	0	51.2	40.6	0	44.9	41.3	0	47.1	33.3	0
ELL	36.3	29.5	0	46.1	25	0	36.4	27.5	0	37.7	22.5	0
SWD	31.6	31.25	6	36.9	26.4	0	36.2	31.4	0	37.1	28.3	0

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Georgia Milestone Assessment--Percent of FAY Students Meeting Typical/High Growth (Proficient & Distinguished)

	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	22%	24.3%	28%	19.8%	21.7%	22%	21.6%	34.3%	25%
Math	10.8%	9.4%	23%	17.5%	19.8%	16%	15.3%	16%	18%
Social Studies	9.7%	11.9%	N/A	29.9%	26.5%	N/A	9.9%	14%	23%
Science	12.9%	15%	N/A	18.6%	21.8%	N/A	10.8%	7.7%	8%
Physical Sci. EOC							28.3%	37.5%	74%
Algebra 1 EOC								70.8%	63%

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	22%	24.3%	28%	19.8%	21.7%	22%	21.6%	34.3%	25%
Math	10.8%	9.4%	23%	17.5%	19.8%	16%	15.3%	16%	18%
Social Studies	9.7%	11.9%	N/A	29.9%	26.5%	N/A	9.9%	14%	23%
Science	12.9%	15%	N/A	18.6%	21.8%	N/A	10.8%	7.7%	8%
Physical Sci. EOC							28.3%	37.5%	74%
Algebra 1 EOC								70.8%	63%

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ESOL- Percent of Students Increasing to a Higher Performance Band on ACCESS			
	2014-2015	2015-2016	2016-2017
Sixth Grade	55.6	62.5	33.0
Seventh Grade	66.7	100	18.0
Eighth Grade	75	87.5	14.2

Percent of Students Completing 2 or More Career Inventories and an Individual Graduation Plan	
First Semester Checkpoint	Second Semester Checkpoint
100%	100%



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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
96.45%	96.49%	82.78	40%	76%	55.11	41%	18%	33.66	96.2%	97.1%	95.45

Failure Rate (Number of Students)

	First Quarter		Second Quarter		Third Quarter		Fourth Quarter	
	4 ½ weeks	9 weeks	4 ½ weeks	9 weeks	4 ½ weeks	9 weeks	4 ½ weeks	9 weeks
ELA	0	0	8	2	12	3	11	6
Math	0	0	21	4	18	5	23	5
Social Studies	0	0	9	6	8	4	11	3
Science	0	0	7	3	17	7	5	5
Physical Science EOC	0	0	2	0	2	0	0	0
Algebra I EOC	0	0	2	0	1	0	0	0
Virtual Classes (Biology)	1	1	1	1	0	0	0	0



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Student Discipline Data			
	2014-2015	2015-2016	2016-2017
Total OSS Days	138	322	160
Total OSS Incidents	47	113	274
Total ISS Days	365	641	123
Total ISS Incidents	143	210	68

Student Discipline Data					
2014-2015		2015-2016		2016-2017	
Top 5 Referrals by Behavior	Percentage	Top 5 Referrals by Behavior	Percentage	Top 5 Referrals by Behavior	Percentage
1. Physical Offense – Fighting – Mutual Participation (No Injury)	21%	1. Physical Offense – Fighting – Mutual Participation (No Injury)	17.5%	Physical Offense- Fighting – Mutual Participation (No Injury)	16%
2. Disruptive Behavior – Bus Misconduct	11%	2. Disruptive Behavior – Bus Misconduct	10%	Physical Offense – Battery.	10.6%
3. Disrespect of School Personnel	8%	3. Disrespect of School Personnel	8%	Disrespect of School Personnel.	9%
4. Physical Offense – Horseplay / Wrestling / Scuffling	5%	4. Physical Offense – Horseplay / Wrestling / Scuffling	6%	Cutting Class	8%
5. Disruptive Behavior – Disrespect to Another Student	5%	5. Disruptive Behavior – Disrespect to Another Student	5%	Physical Offense – Horseplay/Wrestling/Scuffling	5%

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SLDS Teacher Usage

First Quarter: Percentage of teachers with monthly average of 50 or more page clicks	Second Quarter: Percentage of teachers with monthly average of 50 or more page clicks	Third Quarter: Percentage of teachers with monthly average of 50 or more page clicks	Fourth Quarter: Percentage of teachers with monthly average of 50 or more page clicks
65%	75%	88%	85%

Certified Staff Attrition

2014-2015		2015-2016		2016-2017	
Number of certified teachers at BOY	Number of certified teachers at EOY	Number of certified teachers at BOY	Number of certified teachers at EOY	Number of certified teachers at BOY	Number of certified teachers at EOY
23%	23%	23%	10%	1%	40

After a thorough review of the assessment data, we found the following areas of concern:

Overall Academic Performance:

- Review of CCRPI proficiency data shows a increase in Math, ELA, and Social Studies from the previous year. There was a decrease in Science which is of concern along with major deficits in writing literacy.
- Review of CCRPI data for all students in various subgroups
- Mathematical domain areas that were the weakest were that of Algebra, numbers and operations, measurement, and geometry.
- Science domain areas that were the weakest were Matter and Chemical/Physical Properties
- Social Studies areas that were the weakest were Geography and Government
- Gaps exist between SWD and all other subgroups in all academic areas.

Retention Rate

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Less than 6% of the students at Adamson Middle are retained in their current grade level.

Student Attendance

Student daily average attendance rate averaged 95.45% during the 2016-2017 school year. An incentive initiative is Operation 98% within the school. Adamson has a plan in place during the 2017 – 2018 school year to address attendance issues at the school.

Teacher Attendance

Teacher daily average attendance rate at Adamson averaged 95.45% for the 2016 – 2017 school year.

Teacher Attrition Rate

Less than 1% of teachers left Adamson Middle for reasons other than teacher retirement.

Disciplinary Infractions

There was an decrease in the assignment of OSS for student infractions. A school-wide behavior plan was introduced to reduce the number of referrals and the school will continue to implement the PBIS program during the 2017 – 2018 school year.

In addition to reviewing the current achievement data, Adamson Middle School has reflected on the following:

- Teacher Needs Assessment Survey Results (Professional Development)
- Focus Walks (walkthroughs)
- Formative and Summative Assessments (Unit Assessments / Benchmarks / GMAS)
- Formal and Informal Classroom Observation

- E. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards and the State student academic achievement standard including:
 - Economically disadvantaged (ED) students who may experience lack of opportunities or exposure to a variety of outside learning opportunities. CCRPI reports indicate these students did not meet proficiency rates.

Georgia Department of Education

Title I Schoolwide/School Improvement Plan

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<ul style="list-style-type: none"> ➤ Students from a variety of racial and ethnic groups who have diverse ways of acquiring new information data was also reviewed. ➤ Students with disabilities who have individualized educational plans to support the most appropriate instructional strategies to utilize instructional modifications that are necessary to address their learning strengths and weakness as did not meet proficiency in all content areas. ➤ Students with limited English proficiency sometimes require instructional modifications to effectively have access to the curriculum to gain understanding did not meet proficiency.
<p>F. The data has helped us reach conclusions regarding achievement or other related data.</p> <ul style="list-style-type: none"> ➤ The major strengths we found in our program is as follows: Reading Comprehension, Information and Media Literacy, Grammar/Sentence Construction, Numbers and Operations, Data Analysis ad Probability, Geology, Ecology, Evolution, Forces and Motion, Cultural and Economic Understanding. ➤ The major needs we discovered were Vocabulary Acquisition, Research and Writing Process, Number Sense, Geometry, Algebra, Hydrology, Heredity, Matter, Chemical/Physical Properties, Geography and Government. ➤ The needs we will address of the students through the county's district initiatives – Literacy, Numeracy, Technology and Critical Thinking in all – ELA, Science, Social Studies and Math – academic content areas, support courses – Language Live, Read 180, and Math 180 – to increase academic achievement for all students. ➤ The specific, 'high priority' academic need that will be addressed is reading comprehension and writing literacy in all academic content area school wide programs – ELA/Math/Science/ Social Studies and teachers using data to drive their instruction.
<p>Teams of stakeholders, including parents, teachers, and administrators, used a variety of protocols and tools to identify root causes that explain our low student performance in all academic content areas. From the process, we discovered the following causes for low academic achievement.</p> <ul style="list-style-type: none"> ➤ Teachers need comprehensive training on explicit instruction and utilizing data to drive instruction. ➤ Teachers are not implementing effective instructional practices. ➤ Teachers not planning instruction based on student needs and data. ➤ Targeted Instruction is needed in all academic content area for all subgroups

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	<ul style="list-style-type: none"> ➤ Limited number of students in after school / Saturday support program ➤ Parents understanding how to fully support their child's learning at home.
G.	<p>We believe that we address these causes of low achievement our students will show growth in all academic content areas. Our measurable goals are listed below:</p> <ul style="list-style-type: none"> ➤ Increase the percentage of students performing at the proficient and distinguished level on the Georgia Milestones Assessment in all academic content areas (ELA, Math, Science, and Social Studies) by 5%. ➤ Decrease the student achievement gap by 5% between the ELL and SWD subgroups in all core content areas (ELA, Math, Science, and Social Studies), in comparison to all students on the Georgia Milestones Assessment on the End of Grade Test.

2.	Schoolwide reform strategies that:
	<p><i>Response:</i> The administration and staff of Adamson is committed to providing effective education experiences and instructional strategies that reach the needs of all students. Many opportunities will be offered to help all students meet the state's proficient level for student academic success. Considered are three key questions when determining school-wide reform strategies. They are:</p> <ol style="list-style-type: none"> 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? <p>We have chosen to use the work of <i>Anita L. Archer and Chares A. Hughes</i> as a framework for how we should use explicit instruction to improve teaching for every teacher, and learning for every student. While searching for interventions and prevention that will help us meet or students' academic needs and staff's professional development needs as well as help us meet our goas, we believe the following strategies will prove to be effective. They are:</p> <ol style="list-style-type: none"> 1. Mandate that teachers implement the district's explicit instruction/gradual release of responsibility framework with high levels

Georgia Department of Education

Title I Schoolwide/School Improvement Plan

2.	<p>Schoolwide reform strategies that:</p> <p>of fidelity.</p> <p>2. Requires that all teachers use a variety of flexible group methods that are based on a variety of balanced assessments to better meet the needs of all learners.</p> <p>3. Requires 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.</p> <p>4. Require that all academic content teachers know how to and use scoring rubrics and exemplars as instructional tools</p> <p>5. Mandate that all teachers integrate technology into their lesson as tools that extend and/or enhance learning.</p> <p>A. We are currently implementing the explicit instruction and direct vocabulary instruction through the gradual release model for all teachers. We have been implementing these strategies for two years; however, as a result of our root cause analysis discussions, we found that additional professional learning is needed for our staff as follows:</p> <ul style="list-style-type: none"> ➤ Explicit Instruction (5 Attributes – Direct Explanation, Modeling, Guided Practice/Corrective Feedback, Independent Practice, and Assessment. ➤ Flexible Grouping ➤ Small Group Teaching ➤ Differentiated Instruction <p>B. To address the learning needs of struggling learners, teachers will employ differentiated Instruction to maximize each student's growth and individual success by meeting each student where he/she is (in all academic content areas) and assisting in the learning process. Instructional Strategies to be implemented in the classroom are:</p> <ul style="list-style-type: none"> ➤ Direct vocabulary instruction ➤ Comparing, Contrasting, Classifying, Summarizing, Note-taking, Reinforcing effort, Giving Praise, Homework and Practice <p>C. Marzano (2000) identified ten research-based, effective instructional strategies that cut across all content areas and all grade levels. Student achievement will increase with a more focused and targeted approach through explicit instruction. Adamson provides students with multiple opportunities for success through targeted instruction for all students through Teacher Weekly Tutorial Assignments After School, Tuesday Tutorial, Fall Math Navigator Instructional Support Software Tutorial Program After School and Spring ASR.</p> <p>D. Adamson utilizes student disaggregated data sources to identify students needing additional support in all subgroups and hold collaborative planning meetings with the instructional site facilitator, general education teacher, special education teachers, support teachers and counselors to ensure that the needs of all students are addressed. Various programs and strategies are as follows:</p>
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Georgia Department of Education Title I Schoolwide/School Improvement Plan

2. Schoolwide reform strategies that:

Gizmos

Gizmos are fun, easy to use, and help students develop a deep understanding of challenging concepts through inquiry and exploration. They are research-based, support instruction for small group work, individual exploration, and whole class instruction. Gizmos are designed to supplement the curriculum and correlated to state curriculum standards for easy integration into the instructional program.

Differentiated Instruction

'The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is and assisting in the learning process.

Flexible Grouping

Flexible grouping arrangements accommodate student readiness, learning styles, and interests, while balancing social needs. Flexible grouping arrangements allow teachers to make membership changes to accommodate student readiness, learning styles, and interests, while balancing social needs. (rogers, 1991; Unsworth, 1984) & <http://wwwllearningpt.org/pdfs/literacy/flexibleGrouping.pdf>

In Addition, Faculty is provided with professional development opportunities to attend workshops and conferences offered by district and local/state/national agencies that promote professional growth and enhance instructional methods through the Academic / Media / Fine Arts Programs. Budgeted in our Professional Learning and Title 1 Budgets are Conferences for teachers, fine arts, teacher leaders, administrators and media specialist – GCTM, NCTM, GCSS, NCSS, NSTA, GSTA, IRA, NCTE, and GaETC,. Faculty are provided these opportunities to engage in meaningful professional development to enhance their professional knowledge and instructional pedagogy. Faculty, in turn, redeliver to their colleagues upon return at faculty meetings and department meetings; some of which can lead into an onsite professional development training.

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2.	<p>Schoolwide reform strategies that:</p> <div style="border: 1px solid black; height: 200px; margin-top: 10px;"></div>
<ul style="list-style-type: none"> Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D). 	
<p><i>Response:</i></p> <p>The ways we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standard are by providing students with multiple opportunities for success. Data will be utilized to drive instruction on a daily basis. 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 Middle School, building a culture that uses data to improve, and using extended time for learning during Tuesday Tutorial to support the belief that some students need more time to demonstrate mastery of standards. We will also integrate a variety of technology that allows students to be very successful. A main skill we will utilize is to help students develop is their self-efficacy. 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).</p>	
<ul style="list-style-type: none"> Use effective methods and instructional strategies that are based on scientifically based research that: <ul style="list-style-type: none"> Strengthen the core academic program in the school. Increase the amount and quality of learning time, such as providing and extended school year and before- or after-school 	

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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:

A wide variety of scientifically / research based actions and strategies will be used to ensure that all students have the opportunity to meet the state's proficient and advanced levels of academic achievement. Following are examples to support our effective methods and instructional practices or strategies.

Differentiated Instruction

"The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is in all academic areas and assisting in the learning process."(Hall 2005) Students at Adamson will be instructed using Differentiated Instruction using the following strategies:

- Create multiple avenues for learning that challenge all students in mixed-ability classrooms
- Engage students in a variety of hands-on activities and authentic tasks that aids in learning for conceptual understanding
- Create and integrate lessons that combine learning styles, and multiple intelligences to meet the needs of all students
- Maintain a data notebook which includes the learning styles of each student to assist teachers with engaging lesson designs
- Utilizing my passport to encourage reading and increase Lexile scores.

Strategies to improve ALL academic content areas:

- Leveled Books – Leveled books will be used during guided reading. Students will be read books according to their lexile levels and grouped based on individual needs. "Readers who experience only one kind of book may develop a narrow range of strategies for process text."(Pinnell, 1991)
- Pyramid of Intervention – 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 also documents students' strength's and provides additional challenge in a vriety of ways. Georgia's Student Achievement Pyramid of Interventions begins with standards-based classrooms serving as the foundation for teaching and learning
- One-to-One Instruction
- Peer Pairing
- Teacher Tutorial
- After School Remediation
- Saturday School
- Use of Manipulative in Mathematics Instruction (PD needed)
- Instructional Site Facilitator Collaboration, Redelivery, Coaching, Mentoring and Training

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- Integration of Technology in the classroom to guide, expand and enhance global learning opportunities
- Effective Implementation of the Georgia Standards of Excellence (GSE)

SRI Data Coach (Language Live, Read 180, Math 180)

NCLB emphasizes proven educational methods and the use of research-based material in the classroom. The use of supplemental materials is based on scientific research. Resource materials built upon principles of explicit systematic instruction, are supported by the research of Wells, Rosenshine, Meister, and Benso, among others, and The National Reading Panes, and reflecting Vygotsky's Zone of Proximal Development. Coach resource book instructional practices support all core subject areas through features of regulated instruction, graduated levels of difficulty and gradual release, which are all align in our Clayton County Public Schools (CCPS) Framework of Explicit Instruction and the Gradual Release Framework:

- Presents concepts systematically, so as to build connections between them perform with guidance and assistance
- Provides scaffolding for higher-level cognitive strategies such as reading comprehension and math problem-solving strategies.
- Uses modeling, prompts, and checklists for learning support.
- Presents material incrementally so as to not overload a student's working memory.
- Provides ample rehearsal and practice so as to promote consolidation and integration of new concepts.
- Provides opportunities to experience success.
- Supplemental materials are aligned to the Georgia Standards of Excellence (GSE)
- Allows students to practice in multiple modalities.

Adamson will increase the amount and quality of learning time through Fall Tuesday Tutorial, Spring After School Remediation, Teacher Tutorial, and Saturday School. Additionally, increased amount of learning time is provided to students through after school enrichment programs, specialized afterschool tutorial, and academic clubs. Instruction at Adamson is delivered from bell to bell in an effort to maximize learning time with minimal interruption.

Target Areas: GMAS Reading/Language Arts – Math – Science – Social Studies (Level 1 & Level 2)

- Literacy Across the Curriculum
- Numeracy Across the Curriculum
- Increase Critical Thinking
- Integrate Technology

Every lesson will be structured so that it incorporates various instructional strategies to meet the needs of the students when implementing. In additional, online instructional software support from Myon, Math Navigator, and Compass Learning.

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Reading / ELA

Journal Writing

Technology Based Writing

Media Specialist Lessons (reference skills, research)

Classroom Novel Sets

Math

- Use of the 'Show, Tell, Prove' Method for Problem – Solving
- Use of the RACE Strategy for Problem – Solving
- Daily Problem – Solving Opportunities
- Use of Math Supplemental Materials
- Use of Hands On Manipulatives
- Use of GIZMOS
- Hands – On Standards for Mathematics
- Performance Task
- Common Assessment

Science

- Inquiry – Based Learning Experiences
- More Interactive Labs
- Use of GIZMOS
- Interactive Notebooks
- Science Fair Projects
- Ignite Torch Activities

Social Studies

- Use of Document-Based Questions
- Use of the Stanford Steps
- Use of Power Concepts for Social Studies

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- Use of the Social Studies Skills Matrix
- Social Studies Fair Projects

Critical Elements will be incorporated through:

- Direct Instruction – strategies that have a high degree of teacher control such as compare/contrast, graphic organizers, guides for reading/listening, cues, questions, demonstrations, drill and practice, summarizing and note taking.
- Experiential Learning – instructional strategies where students learn by doing or experiencing such as conducting experiments, role-playing, surveys, and games.
- Independent Learning – instructional strategies which students work independently at their own rate on self-selected assignments such as assigned questions, graphic organizers, homework practice, essays, reports, research projects, and summarizing and note taking.
- Indirect Instruction – instructional strategies where the teacher establishes the learning situation or task, but the students determine the direction or solution such as generating and testing hypotheses, problem solving, reading for meaning, inquiry, graphic organizers, and reflective discussion.
- Interactive Instruction – instructional strategies that involve students working with other students and/or the teacher to move toward learning goals such as brainstorming, cooperative learning, interviewing, peer practice, and tutorial groups.

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

Response: Teachers will provide student centered learning in which children discover principles through projects and hands-on manipulation. Interdisciplinary application of learning will also be provided.

Learning targets will be posted, discussed and reviewed in every lesson school wide. Teachers will use open-ended questions or problems that require students to think critically and to prepare a specific academic response.

A variety of assessments are used including higher level questioning that causes the students to synthesize, evaluate, summarize, compare, contrast, make inferences, and draw conclusions when assessing students' learning target that match the Georgia Standards of Excellence. Assessments other than pencil/paper will be an integral part of the instructional program (rubrics, projects, plays, etc). Materials, strategies and activities that address the learning styles of students will be used. Research, project based and independent activities will be displayed. Oral and written assignments will reflect student accomplishments. Data will drive all instruction.

- Pre/Post Test
- Weekly Quizzes
- Teacher Made Assessments
- Unit Exams
- Rubrics
- Teacher Commentary
- Observation and Dialogue

Teachers will use data from national, state, local, and school-based measures to assess if student needs have been met. Student performance will be analyzed to target areas of weakness and formulate instructional solutions. Data sources are:

- GMAS
- District Assessment

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

- Common Assessment
- SLDS
- SRI
- Discipline Data
- Attendance Data
- Gizmo Usage
- GOFAR

Teachers are highly qualified. Professional Development is an on-going strategy to keep abreast of the latest trends, best practices and research in education. Teachers participate in professional development during staff meetings, common planning time, and through system-wide classes and conferences.

In order to assure that all students meet or exceed standards, teachers use GMAS data to identify students in all levels.

- 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: We will determine if the needs have been met through an analysis of formative and summative data, artifacts, analysis of student and teacher work, evaluation of student outcomes such as attendance, grades, discipline, and progress toward goals. Georgia Milestones, classroom grades, classroom assessment, district assessments, SLDS attendance, and discipline referral and outcomes data will be collected and reviewed. We will also review our student service recommendations, implementation of preventions and interventions, and level of engagement in the school.

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3.	Instruction by highly qualified professional staff
<p><i>Response:</i> Adamson ensures that teachers are highly qualified by following all district policies and procedures regarding the staff selection and hiring process. According to the Georgia PSC, teachers serving in Title I Districts are required to possess a valid teaching certificate with the satisfactory educator assessment results. Certification status is updated and reviewed annually by HR and building level administrators. Adamson currently employs a staff of 40 full time highly qualified teachers according to the requirements of Georgia Professional Standards Commission.</p> <p>We verify that our teachers are appropriately credentialed, have a deep understanding of the content they teach, and have been trained in a variety of instructional strategies to aid students in reaching academic proficiency. We assess this by reviewing teaching credentials and transcripts. We also conduct comprehensive teacher interviews to collect additional information about the candidate's qualification to work with Adamson's students.</p> <p>Adamson develops and maintains policies, procedures, and protocols to ensure a supportive school environment for each teacher through the A.P.P.L.E. Program by:</p> <ul style="list-style-type: none"> ➤ assigning 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 building to address concerns, ➤ Provides continuous support and feedback through informal observations and focused walks, ➤ Provides mentors to veteran teachers upon request, and schedules formal time for mentors regarding how to effectively serve in their roles. <p>Additionally, 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 Adamson Middle conducted by the administrative staff. All other professional learning will be tailored to the needs of the individual teacher in a variety of ways; face to face meetings for focused time.</p>	
4.	In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.
<p><i>Response:</i></p> <p>A. We believe that promoting the continuing education of the faculty and staff promotes the education of the student. Therefore,</p>	

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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.

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. 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 2017-2018 school year. In addition to staff development opportunities at the school, all staff members at Adamson Middle School have opportunities at the district's Professional Learning Center (PLC), as well. As permitted, staff members are also encouraged to attend conferences and workshop that enhance a well-rounded educator.

- B. Adamson Middle School aligns professional development with the State'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 curricular to look for gaps. Once the gaps or areas that need improvement have been identified we design 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 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.

- C. We have devoted sufficient resources to carry out effectively the professional development activities that are primarily job embedded and address the root causes of academic problems. For example, we will devote resources to improve academic achievement for our students we must increase teacher efficacy. This is done through planned, consistent and pervasive

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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.

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 large portion of our Title I funds to professional development including workshop, conferences, supplies and materials to make the opportunities effective.

Examples as follows:

- Purchase books for book study.
- PD conferences for teachers and administrators based upon needs assessment including data analysis, integrating technology, Literacy across the curriculum, content Math, content Science, and content Social Studies, along with PD related to SWD and ELL student achievement.
- Provide PD on-site during and after school hours using Title I and PL funds.
- Monitor classroom instruction through Focus walks to ensure implementation of PD.
- Conduct frequent grade level and department meetings.
- Utilize Math and Science Lead Teachers, along with district instructional facilitators, and PL staff to provide PD for applicable staff.
- Meet frequently with Academic Leadership team, including content leaders, to determine PD needs.
- Instructional facilitator leads data analysis and instructional planning every week.
- Instructional facilitator provides professional development on Explicit Instruction during early release days.
- Provide resources for classrooms to carry out the implementation plans.

Many of our trainings will occur on site during monthly reserved professional learning times; Mondays from 3:45pm – 5:15pm. 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 our Title I Parental Involvement Contact or Title I Parent 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

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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.

Academies, PTSO meetings, Curriculum nights, and other evening meetings/trainings with parents. We will consult 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.

- D. 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:

- Adamson will provide instructional staff with training in use of the SLDS. Further SLDS training will continue thereafter as needed.
- Research in the form of a book studies *Focus (Schmoker)*, *A Taxonomy for Learning, Teaching, and Assessing (Anderson et al)*, *Turning High Poverty Schools into High-Performing Schools (Parrett & Budge)* will be provided and additional book studies will take place upon completion.
- Teachers will participate in professional learning on the use of assessments to drive the instructional program.
- Teachers will participate in ongoing PD toward implementation, with a particular emphasis on Literacy Across the Curriculum and Critical Thinking.

Teachers will receive PD in targeted areas particularly in 6th Grade Science and Social Studies, along with all Math. SWD and ELL teachers will be included in PD to positively impact student achievement within subgroups

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

Response:

The school will work collaboratively with county Human Resources department to ensure that all certified staff meets HQ requirements. We will continue to participate in all district staff recruitment and retention efforts. Today, most is not all public

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school districts are struggling with attracting high-quality highly qualified teachers to high-need school. Clayton County Public Schools is offering impressive 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.

Adamson 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 need.

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

A. *Response:* 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. Adamson Middle School will schedule Title I Planning Meetings and invite parents of all students, school staff, students, and community members to attend. Adamson Middle School will continuously solicit the input of parents and make efforts to engage homeless parents, as well as those with disabilities. The Title I Parent Liaison will organize workshops, attend Title I district meetings, call/text/e-mail parents to involve them in school activities including volunteering, learning at home strategies, etc. Adamson will also assist parents on a daily basis by meeting with selected parents to solicit input toward school improvement, and finding ways to build capacity and increase parental involvement toward increasing student achievement. Parents will be invited to participate in this process via e-mail/text communication, website posting, and calling post messages. All parents who would like to give input will be provided with that opportunity. We also have a Suggestion Box in the front lobby. Parent workshop topics may include Homework assistance, Common Core transition, Teaching/Learning at home, and a variety of other topics as identified by surveys and conversations with parents.

We have involved parents in the planning, review, and improvement of the comprehensive school-wide program plan by including parents on the revision committee. Parents provided feedback on instructional growth areas and the need for increase parent involvement. Also, parent input from e-mails, personal conversations, and telephone calls were also taken

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into consideration in the formation of the School-Wide Title I plan.

- B. We will update the school parental involvement policy periodically to meet the changing needs of parents and the school and distribute it to the parents of participating children and make the parental involvement plan available to the local community. During the Title I Annual Planning Meeting, Adamson 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 – School-Parent Compact, and Title I Parental Involvement Policy. Parents will continually be invited to participate in the Title I and PTA 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 parents' requirements and the school parental involvement policy, the school wide plan, and the school-parent compact and encourage and invite all parents of participating children to attend. Parents will be invited to the Title I Annual Parent Meeting through solicitations at Curriculum Night, Title I Parent Meetings, Flyers, formal invitations, telephone connect-ed system, marquee announcements, the school's website, and/or report cards comment. The Title I Annual Meeting was held at Adamson Middle School on September 21, 2017 for the parents of all students. This Annual meeting will be facilitated by the Principal and the Assistant Principal.
- D. We will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide services, with funds provided under Title I, transportation, child care, or home visits, as such services relate to parental involvement. Additionally, Adamson Middle School will hold two Title I Annual meetings on different days and at different times and have several workshops for parents which will be outlined in the school's 2016-2017 Parent Involvement Calendar of Events. Parents who cannot attend the meetings may schedule an appointment with the Title I Parent Liaison to receive additional information in the parent 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, and provide opportunities for regular meeting, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child, and respond to any such suggestions as soon as practicably possible, by having a Title I Planning Meeting and an annual parent meeting to receive important information regarding the Title I Program. Conferences are also held as scheduled by the teacher and upon parent 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 academic content areas. It is our intention to build positive relationships, assist with developing instructional strategies, and to provide resources through the Parent Resource Center.

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There are many opportunities throughout the school year for our families and community members to become partners in the education of all students. Adamson Middle School offers a parent volunteer program. This is a group of parents, guardians and community members to become partners in the education of all students. The volunteers assist in the media center, parent center, student performances, and other areas as needed. There is a Local School Council that actively participates in a Title I Planning Meeting to review the data, schools goals and objectives and make any necessary decisions that might be necessary in order to improve the schools targeted need. Joining any of these groups helps to create open communication, provides important decision making opportunities, and builds strong partnerships.

- 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. Adamson 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 student. 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 Center. The Compact will be signed and dated by the teacher, student, and parent(s). The School-Parent Compact will be revisited 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 Adamson 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, 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. Adamson Middle School will provide materials and training, 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.

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The Parent Resource Center will provide materials and training to help parents work with their children to improve their child's success. 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 liaison between home and school. Parents who are unable to attend trainings or workshops will be able to request materials to 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 the teachers, pupil services personnel, principal, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and the school, by working with parents as equal partners in the educational process to positively impact the academic achievement of the students.
- J. We will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities to help students transition from middle school to high school to post-secondary education. This will be done through information provided by Adamson Middle School counselors and teachers. Adamson Middle School staff will collaborate with State and other CCPS personnel to provide services for our homeless population. The Title I Parent Liaison and school staff will encourage and support parents during the Middle School 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. Adamson will use clear, simple, and parent-friendly language to communicate information related to school and parent programs. Information will be translated into other languages when appropriate. In order to maintain contact with the parents, the school will use automated calling systems, school marquee, school website, e-mails, 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 and parents with disabilities, 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. Adamson Middle School will also attempt to

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accommodate the needs of parents with disabilities and those of homeless, neglected and delinquent students, as well as parents with limited English proficiency.

The Parent Resource Center at Adamson Middle School 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.

We encourage parents/guardians to become active in the decision making roles of our school. Our Title I Parent Involvement Policy openly states our expectations for parent engagement. Our calendar of events outlines the events that will be employed to aide student achievement. Because of our strong beliefs in excellence, we acknowledge the immediate and consistent need for parental involvement.

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: Adamson will use targeted pull-out, Tuesday Tutorial, teacher tutorial, After School Remediation, and Saturday school programs to ensure that students are academically ready to transition to the next grade. Adamson will also collaborate with feeder elementary schools to host a Rising 6th Grade Orientation, wherein academic, social and behavioral expectations will be reviewed. Finally, the teachers, administrators and counselor will conduct vertical planning with Morrow High School culminating with a collaborative parent / student advisement night hosted at Adamson. In both the rising 5th grade orientation and the 9th grade advisement, CTAE and Fine Arts teachers will provide presentations to students in order to promote vocational programs. Our Title I Parent Liaison will be available throughout the school year to meet with families and conduct school tours for parents who currently have students enrolled.

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: Adamson holds weekly content planning meetings and grade level meetings where teachers are able to help make decisions on the use of assessment. The school's Better Seeking Team collaborated to write the School Improvement Plan which

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in part was based on teacher developed SMART goals. Additionally, the School's Leadership team's also fosters shared leadership including staff input on use of assessment and the overall instructional program.

Teachers will use the SLDS, Georgia Milestones, common assessments formative assessments, and summative assessment data in their decision-making. Adamson Middle School will train teachers to write common assessments, especially in 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.

Title I funds at Adamson 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 academic content areas, instructional software, 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, instructional materials) and computers for parents to be housed in the parent resource center and stipends for teachers working tutorial program on an hourly rate.

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: Adamson is 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. Those activities are targeted, small group, in class, flexible grouping of students. Also, students will have access to afternoon teacher tutorial. Additionally, students will be invited to Title I After School and Saturday School based on common assessment, district assessment, and GMAS for beginning and developing students.

Teachers will frequently review data utilizing the SLDS system, data notebooks and tracking high impact students. In collaborative planning sessions, interdisciplinary teams will analyze data to inform instruction, utilizing EduTrax to assess standards and domains which are deficient for groups of students and individuals. Grade level and content meeting will also be

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used for teacher teams to collaborate toward identifying struggling students in a timely manner. Further, on minimum days, teacher teams will participate in vertical articulation and common planning to identify student difficulties in a timely manner. Students who are having difficulty will be identified, and appropriate interventions will be put into place to ensure that they meet standards. Also, grade level, interdisciplinary teams will meet weekly to identify, provide interventions, conduct parent meetings and programs monitor as part of the RTI/SST process.

Title I funds at Adamson 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 academic content areas, instructional software, 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, instructional materials) and computers for parents to be housed in the parent resource center and stipends for teachers working tutorial program on an hourly rate.

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: The resources from Title I will be used in order to provide additional professional learning, materials, increased parental involvement, and resources in order to help raise student achievement across all content areas. Budgets, materials, and funding sources based on state and school system allocations will first be reviewed to ensure that Federal funds are being used to best maximize school-wide academic achievement. Additionally, local funds allocated to vocational programs will be considered in forming all Title I decisions.

The following are a listing of federal, state, and local services and programs:

- QBE Funds- Primary funds received by the state based on student enrollment.
- Program for Exceptional Students – Federal funds used to provide services and resources for SWD students.
- Title IIA – funds used for PD for staff members.
- Educational Technology Funds – Funds to provide additional technology at schools.
- Title I funds – Funds based on the number of students receiving free or reduced lunch
- Professional Development Funds

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Title I funds at Adamson 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 academic content areas, instructional software, 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, instructional materials) and computers for parents to be housed in the parent resource center and stipends for teachers working tutorial program on an hourly rate.

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 on school administrator and the Instructional Site Facilitators. The training included a PowerPoint, sample score 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, presenters' guide, parent/student documents, and sample score reports along with directives for implementation. 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 Program, also host an annual Georgia Milestones parent conference that includes a session on Georgia Milestones score reporting and interpretation

Individual student assessment results will be provided to parents through specified score reports (SRI, GMAS, MGWA, ACCESS, etc.). GMAS reports will be mailed home at the end of the year with student report cards. Additionally, parents will have the opportunity to discuss applicable data with teachers during parent conferences and at parent nights.

Infinite Campus Parent Portal training will be conducted by the Title I Parent Liaison to ensure that all parents are able to assess their child's grades on a daily basis

Adamson 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.

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12. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.
<p><i>Response:</i></p> <p>The school system, through the Technology and Research departments, collects data from state assessments. Data is then sent to the school for further disaggregation and analysis. Upon receipt, the Principal leads a data team to analyze the data for presentation to the faculty and presentation to parents. Data is drilled down from the school, to the content area, grade level, and individual teacher. Data is additionally discussed in content meetings. Also, teachers must create individual data reports, and then meet with administration to discuss data outcomes and set goals for the future.</p>
13. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.
<p><i>Response:</i> The state makes efforts to report statistically sound assessment results. The GA Department of Education determines the statistical soundness of state-mandated tests. When there is a question of validity of a non-state mandated test or its administration procedures, Clayton County's Department of Research and Evaluation is available to apply the rules of validity or soundness and provide technical assistance in the process</p>
14. Provisions for public reporting of disaggregated data.
<p><i>Response:</i> The state makes efforts to report statistically sound assessment results. The GA Department of Education determines the statistical soundness of state-mandated tests. When there is a question of validity of a non-state mandated test or its administration procedures, Clayton County's Department of Research and Evaluation is available to apply the rules of validity or soundness and provide technical assistance in the process. Our 2016 Georgia Milestones school summary and student population reports will be posted on the school's website by November 10, 2017. Additionally, the Governor's Office of Student Achievement posts aggregate and disaggregated students and school data. We will also continue to communicate student outcome results to parents and stakeholders at various school and parent meetings throughout the school year.</p>
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
<p><i>Response:</i></p>

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The current Title I Schoolwide plan Adamson Middle School is operating under was developed by stakeholders during the 2016-2017 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 combined a committee comprised of various stakeholders to assist us with developing a school-wide plan that will help improve student achievement. This committee has been engaged in the school-wide Title planning process on a continuum. Adamson 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.

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: Multiple stakeholders were involved in the development of the plan in a variety of ways. The leadership team, made up of Content leaders and Operational Leaders in the school, provided input in the development of the plan, by analyzing data and using the results to help determine areas for improvement. Parents were surveyed in the spring of 2015, and survey results were included in the development of the plan. Additionally, parents provided input by e-mail and in personal conversations with teachers and administrators. Finally, a Title I Planning committee met to review the parent involvement policy, the needs assessment, and create the Title I SW plan and budget. The Title I planning team included the following:

Charles Wilkerson	Principal
Melody Powell	Assistant Principal
Sherry Nance	Instructional Facilitator
Sandra Bowden	Counselor
Adrione Council	Grade Six Chair
Sandra Durham	Grade Seven/Gifted Chair
Michael McCullough	Grade Eight Chair
Tequila Sanders	Math Chair
Vickie Shorts	Science Chair
Lewis Brown	Social Studies Chair
Calanthia Carter	ELA Chair
Patrick Holifield	Connections Chair /Athletic Director

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Sylvia Gardiner	DES Chair
Adesumbo Adefioye	Parent Liaison
Dr. Paul Cook	Community
Samantha Davis	Parent
Arthelia Moore-Nelson	PBIS Chair
Gladys Coleman	Media Specialist

17. Plan available to the LEA, parents, and the public.
<i>Response:</i> Once the plan is reviewed and approved by the Central Office Review Team, it will be placed on Adamson's website to be viewed by the LEA, public, parents, and other stakeholders. The school's plan will be available in the office and media center as well.
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.
<i>Response:</i> Once approved, the school will send a translating request to the district for the plan to be translated to Spanish and Vietnamese. Also, the plan will be posted on Adamson's website, which has <i>Google Translator</i> , which will allow parents to view the plan in various languages from our website homepage.
19. Plan is subject to the school improvement provisions of Section 1116.
<i>Response:</i> The school will comply with the provisions of Section 1116 of Title I, Part A- Improving the Academic Achievement of the Disadvantaged of the NCLB Act of 2001. The plan is updated annually with stakeholder input and monitored throughout the year. The school is not identified as Priority or Focus School for the 2016-2017 school year.