

Georgia Department of Education Title I Schoolwide/School Improvement Plan

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: Lovejoy Middle School		District Name: Clayton County Public Schools
Principal Name: Mr. Lonnie Farmer		School Year: 2017 - 2018
School Mailing Address: 1588 Lovejoy Road, Lovejoy, GA 30250		
Telephone: (770) 473-2933		
District Title I Director/Coordinator Name:		
District Title I Director/Coordinator Mailing Address:		
Email Address:		
Telephone:		
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: 11/17/17
Title I Director's Signature:		Date:
Superintendent's Signature:		Date:
Revision Date:	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
Mr. Lonnie Farmer		Principal
Dr. H. Dobbins, Jr.		Assistant Principal
Mrs. Devlyn White		Assistant Principal
Ms. Nina Endow		Counselor
Ms. Carmen Durham		6 th Grade Level Chair
Ms. Floria Willis		7 th Grade Level Chair
Mr. Brandon Brame		8 th Grade Level Chair
Mrs. Pandora Payne		DES Chair
Ms. Carlyne Nicolas		DES Co-Chair
Mrs. Michelle Fidalgo		EL Chair
Ms. Randi Carter		Media Specialist
Mr. Nicolas Harvey		ISS Paraprofessional
Ms. Wanda Maybank		ELA Department Chair
Mrs. Myisha Barrington		Math Department Chair
Mr. Michael Peltz		Social Studies Chair
Ms. Meagan Booker		Science Chair
Mr. Maxwell Hughey		Data 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).

Response:

- A. Lovejoy Middle School school-wide Title 1 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 Lovejoy's administrative team, Leadership Team, a group of exemplar teachers, paraprofessionals, parents, students, and community representatives. These stakeholders assisted with reviewing assessment, survey data and writing the plan.
- B. To further assist in identifying the strengths and weaknesses of the school as well as the school's instructional and organizational effectiveness, internal stakeholders such as teachers, administrators, and the site instructional facilitator participated in grade level and data meetings, which are held weekly. Also, the Administrative team, Leadership team, and all teachers aggregated, disaggregated, reviewed and analyzed historical data to identify data trends and to inform the goals for the 2017-2018 academic year. Data is reviewed continually to monitor student achievement and growth. All sub-groups remain a priority at Lovejoy Middle School (LMS). Throughout the process, we reviewed the following data:
 - Student Attendance – students will increase/maintain attendance rate of 97%
 - Teacher Attendance – teachers will maintain 98% attendance.
 - Retention Rate – to increase retention rate by 3%.
 - Parental Involvement – to increase involvement rate by 5%.
 - District Benchmark Results – to increase by 5-10 points in each content.
 - Surveys (Teacher/Student/Parents) – to have a minimum of 80% on each survey.
 - Georgia Milestone Assessment System – increase student achievement of Proficiency and Distinguished levels in all contents by 5%.

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. Current student achievement levels and trend data were analyzed to determine areas of need. We used the following instruments to obtain this information: brainstorming needs assessment, data analysis from GA Health survey, GA Personnel survey, GA Parent survey, GMAS assessment data, data reports on student and staff attendance, data reports on student behavior, and course grades data. The instruments utilized to obtain information included: the State Longitudinal Data System (SLDS), benchmark assessment data from EduTrax, GADOE demographic data, SWD data reports, ELL data reports, promotion, retention, and placement rates, student attendance, demographics' reports, student discipline, and the CRCT data from the GADOE website.

- C. Lovejoy Middle School (LMS) does not have a migrant population, we have taken into account the needs

Georgia Department of Education Title I Schoolwide/School Improvement Plan

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of migrant children. In the event that we develop a migrant population at LMS, we will follow Federal, State of Georgia and Clayton County Public Schools' policy on migrant students. Students who enroll after the start of the academic year are assessed to determine their level of performance. Assessment results will be used to make a determination on students' placement in an instructional program. 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.
- D. We have reflected on current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. 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 additional room for growth in math and science.

Lovejoy Middle School Data Profile

CCRPI Score																				
2014	2015	2016-2020 Goals																		
Overall CCRPI Score: 56.4	Overall CCRPI Score: 57.2	2016 Goal: 72.0 2017 Goal: 77.0 2018 Goal: 2019 Goal: 82.0 2020 Goal: 87.0 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 , 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. <i>IE2 Annual Growth = (100 – 2016 CCRPI Score (without Challenge Points)) × 0.03</i> <i>Example</i>																		
Achievement Points Earned: 21.3/50	Achievement Points Earned: 21.5/50	<table><tr><th>Baseline CCRPI Score</th><th>Expected Annual Growth</th><th>Year 1</th><th>Year 2</th><th>Year 3</th><th>Year 4</th><th>Year 5</th></tr><tr><td>65</td><td>100 – 65(.03)</td><td>65 + 1(1.05)</td><td>65 + 2(1.05)</td><td>65 + 3(1.05)</td><td>65 + 4(1.05)</td><td>65 + 5(1.05)</td></tr></table>					Baseline CCRPI Score	Expected Annual Growth	Year 1	Year 2	Year 3	Year 4	Year 5	65	100 – 65(.03)	65 + 1(1.05)	65 + 2(1.05)	65 + 3(1.05)	65 + 4(1.05)	65 + 5(1.05)
Baseline CCRPI Score	Expected Annual Growth	Year 1	Year 2	Year 3	Year 4	Year 5														
65	100 – 65(.03)	65 + 1(1.05)	65 + 2(1.05)	65 + 3(1.05)	65 + 4(1.05)	65 + 5(1.05)														
Progress Points Earned: 31/40	Progress Points Earned: 30.7/40																			
Achievement Gap Points Earned:	Achievement Gap Points Earned:																			

Georgia Department of Education Title I Schoolwide/School Improvement Plan

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8/15	5/10							
Challenge Points Earned: 1.3/10	Challenge Points Earned: 0/10		1.05	66.05	67.1	68.15	69.2	70.25

School Demographic Data			
	2014-2015	2015-2016	2016-2017
Total Enrollment	635	611	563
Asian	2	5	7
Black	473	469	431
Hispanic	124	121	93
Multiracial	19	15	14
White	15	12	16
English Language Learners	23	6	16
Gifted	36	23	24
Students with Disabilities	107	91	92

Read 180 Lexile Mean*					
BOY 2015	MOY 2016	EOY 2016	BOY 2016	MOY 2017	EOY 2017
612	638	672.7	727	680	784

Language! Live Lexile Mean*					
BOY 2015	MOY 2016	EOY 2016	BOY 2016	MOY 2017	EOY 2017
841	804.9	931.5	641	649	665

Georgia Milestone Assessment Data and Subgroup Performance Targets				
	ELA	Math	Social Studies	Science

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	2016-2017 Percent Meeting and/Exceeding	2016-2017 Subgroup Performance Target	2016-2017 Percent Meeting and/Exceeding	2016-2017 Subgroup Performance Target	2016-2017 Percent Meeting and/Exceeding	2016-2017 Subgroup Performance Target	2016-2017 Percent Meeting and/Exceeding	2016-2017 Subgroup Performance Target
ALL Students	54	66.9	46	69.8	61	66.5	23	64.6
Black	50	54.3	42	55.2	59	52.9	17	49
Hispanic	63	59.5	54	63.9	61	59.3	39	56.9
Multiracial	69	71.3	70	72.9	83	70.2	33	69.6
White	53	77.4	61	81	75	77.6	25	77.5
Econ Disadvantaged	50	56.3	43	59.4	60	55.9	23	54.1
English Learners	25	46.9	0	55.1	100	48.1	100	47
Students with Disabilities	15	43	8	47.5	19	47.5	8	46.8

GMAS Percent of FAY Students Meeting Typical/High Growth

Content	Sixth Grade			Seventh Grade			Eighth Grade		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
ELA	91%/34G	38%/48G	66%/43.5G	93%/60G	53%/45G	63%/45G	93%/38G	69%/42G	81%/42.5G
Math	78%/57G	44%/34G	68%/32G	74%/26.5G	48%/31G	53%/47G	63%/34G	53%/57G	44%/40G
Social Studies	53%/45G	34%/45G		65%/58G	52%/28G		66%/58G	64%/61G	
Science	66%/46G	40%/24G		73%/42G	43%/25G		81%/75G	28%/68G	

GMAS Median Student Growth Percentile

Content	Sixth Grade			Seventh Grade			Eighth Grade		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
ELA	34	51	59	60	54	50	38	59	51
Reading	55	51	59	59	54	50	41.5	59	51
Math	57	52	40	26.5	53	57	34	59	46
Social Studies	48	55		65	43		68	56	
Science	46	43		42	34		75	50	

ESOL- Percent of Students Increasing to a Higher Performance Band on ACCESS

	2014-2015		2015-2016		2016-2017	
Sixth Grade	0.8 (1 student) TFS		2 students TFS		0 students TFS	
Seventh Grade	0.1 (1 student) TFS		1 student TFS		1 student TFS	
Eighth Grade	0.9 (5 students)		3 students TFS		0 students TFS	

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Percent of Student Completing 2 or More Career Inventories and an Individual Graduation Plan	
First Semester Checkpoint	Second Semester Checkpoint
0%	100%

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
95.94	96.2	95.2%	10	15	12	1.3	.03	.02	96.1	94.6	94.1

Student Discipline Data						
	2014-2015		2015-2016		2016-2017	
Total OSS Days	227		335		220	
Total OSS Incidents	114		126		79	
	List Five Most Frequent Incidents from 2014-2015/ Percentage of All Incidents		List Five Most Frequent Incidents from 2015-2016/ Percentage of All Incidents		List Five Most Frequent Incidents from 2014-2016-2017 Number of Students Incidents	
	Fighting	23.0%	Fighting	23.0%	Physical Offense	12
	Horseplay/Wrestling	12%	Horseplay/Wrestling	12%	Disrespect to Personnel	9
	Disrespect- Failure to follow Instructions	10.4%	Disrespect- Failure to follow Instructions	10.4%	Disruptive Behavior	4
	Disrespect of school staff	8.1%	Disrespect of school staff	8.1%	Cutting Class	3
	Bus Misconduct	4.1	Bus Misconduct	4.1	Failure to Follow Instructions of School Personnel	3

SLDS Teacher Usage			
2015-2016			
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
1281	1065	1065	1065

2016-2017

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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
928	928	928	928

Certified Staff Attrition Rate		
2014-2015	2015-2016	2016-2017
29%	15%	9%

Year-Long Vacancies			
2015-2016	Course Name	2016-2017	Course Name
September 2014- May 2015	Technology	August 2016 – May 2017	ELA
September 2014- December 2015	AU	August 2016 – May 2017	DES Collaborative
November 2014- May 2015	DES Collaborative	August 2016 – May 2017	DES Collaborative
		August 2016 – May 2017	Technology

- 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. Over 75% of our student population are economically disadvantaged. CCRPI report indicates these Subgroup met the Participation Rate, but did not meet either the State or Subgroup Performance Targets.
- ✚ 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 approximately 16% of our student population. Previous CCRPI reports indicate these students did not meet subgroup performance in Reading and Math, but met the required participation rate.

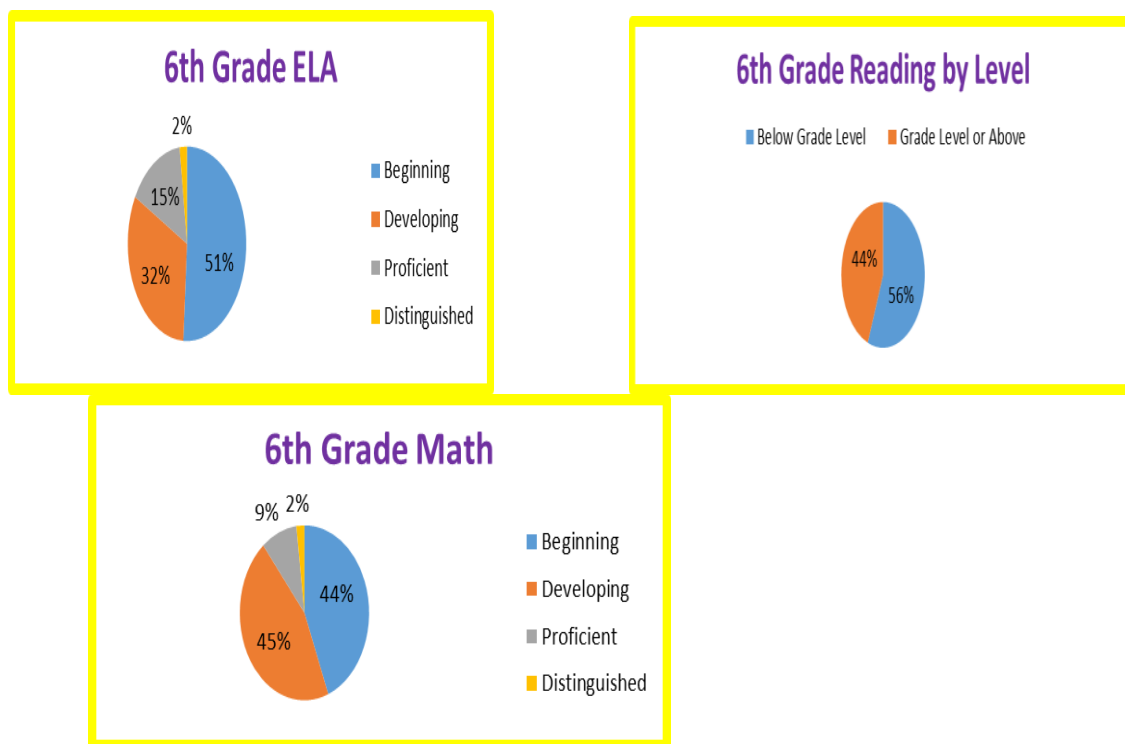
Georgia Department of Education

Title I Schoolwide/School Improvement Plan

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 - ✚ Students with limited English proficiency sometime require instructional modifications to effectively have access to the curriculum to gain understanding. Students with limited English proficiency make up approximately 1% of our student population. This Subgroup met the Participation Rate, but did not meet either the State or Subgroup Performance Targets.
 - ✚ Students from a variety of racial and ethnic groups who have diverse ways of acquiring new information. Our student population is currently comprised of 87% African American, 19% Hispanic, 3% Multi-racial, 1% Asian, and below 1% for both Pacific Islander and American Indian. These Subgroups met the Participation Rate, but did not meet either the State or Subgroup Performance Targets and/or there were too few students to determine.

Analysis:

6th Grade GMAS Data: In 2016-17 an average of 50.3% of all 6th graders are performing at the Beginning performance level on the GMAS Assessments, ELA, Reading, and Math. As well, an average of 24% of all 6th graders performed at or above Proficient level on the GMAS assessment. 6th grade ELA data suggests that 51% are Beginning level learners, 32% are Developing learners, 17% are Proficient and/or Distinguished learners. 6th grade Math data suggests that 44% are Beginning level learners, 45% are Developing learners, and 11% are Proficient and/or Distinguished learners. Lovejoy's 6th grade data suggests only 4% of all 6th graders are Distinguished in one or more content areas.



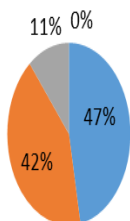
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7th Grade GMAS Data: In 2016-17 an average of 50% of all 7th graders are performing at the Beginning performance level on the GMAS Assessment. As well, an average of 25% of all 7th graders performed at or above Proficient level on the GMAS assessment. 7th grade ELA data suggests that 47% are Beginning level learners, 42% are Developing learners, 11% are Proficient and/or Distinguished learners. 7th grade Math data suggests that 57% are Beginning level learners, 33% are Developing learners, and 10% are Proficient and/or Distinguished learners. Lovejoy's 7th grade data suggests only 10.5% of all 7th graders are Distinguished in one or more content areas.

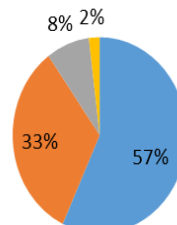
7th Grade ELA

■ Beginning ■ Developing ■ Proficient ■ Distinguished



7th Grade Math

■ Beginning ■ Developing ■ Proficient ■ Distinguished



7th Grade Reading by Level

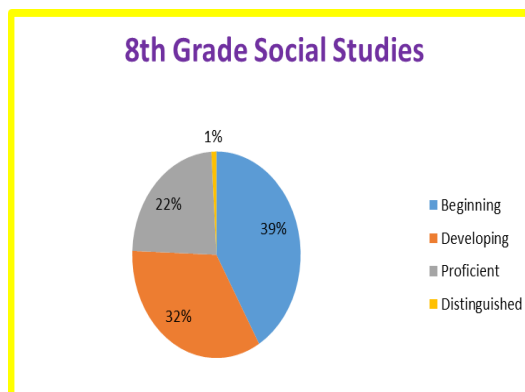
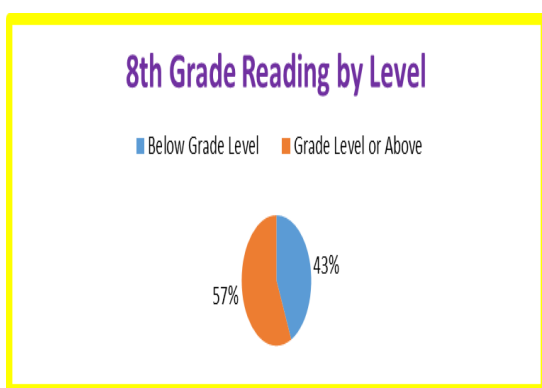
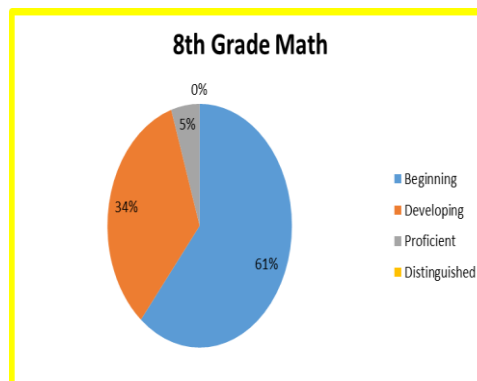
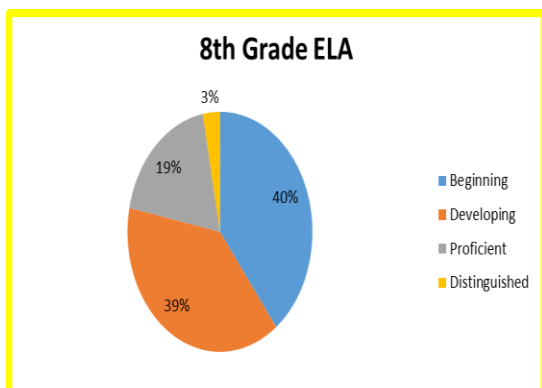
■ Below Grade Level ■ Grade Level or Above



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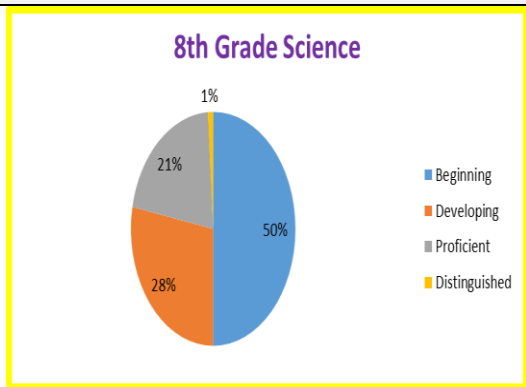
8th Grade GMAS Data: In 2017-18 an average of 47% of all 8th graders are performing at the Beginning performance level on the GMAS Assessment. As well, an average of 17% of all 8th graders performed at or above Proficient level on the GMAS assessment. 8th grade ELA data suggests that 40% are Beginning level learners, 39% are Developing learners and 22% are Proficient and/or Distinguished learners. 8th grade Math data suggests that 61% are Beginning level learners, 34% are Developing learners, and 5% are Proficient and/or Distinguished learners. 8th grade Social Studies scores suggests that 39% are Beginning level learners, 32% are Developing learners, and 23% are Proficient and/or Distinguished learners. 8th grade Science scores suggests that 50% are Beginning learners, 28% are Developing learners, and 22% are Proficient and/or Distinguished. Lovejoy's 8th grade data suggests only 4% of all 8th graders are Distinguished in one or more content areas.



Georgia Department of Education

Title I Schoolwide/School Improvement Plan

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Lovejoy's three years, 2017-2015, data trend, shows minimal decrease of -.84% and -1.2%, respectively in ELA; and, shows -2.6% and -3.7%, respectively in Math. The same three year trend shows a slight increase of +1.6% and -.72%, respectively in Science; and, shows an increase of +14.04% and +1.5%, respectively in Social Studies. This data supports that Lovejoy's teachers should continue professional development and students should continue to be instructed with more rigor, constructed responses, more opportunities to improve Lexile levels all aligned to Georgia's Standards of Excellence to improve writing literacy, continued improvement on reading fluency, and increased number sense.

- F. A review of the school's 2016-17 GMAS data has helped us reach conclusions regarding achievement. **The major strengths** we found in our instructional program were continuous progress in 8th Grade Science, Social Studies, Language Arts and Math, which indicates that our students' knowledge in all content areas are improving. 8th Grade also showed an increase of students performing in the Proficient and Distinguished Levels. Comparing 2015-16 and 2016-17 GMAS data, it confirms that (1) movement of students with Levels 1 and 2 showed that we did not achieve our 3 percent growth of all content levels with the exception of Social Studies, Algebra 1 and Honors Physical Science. (2) Movement of students within levels 3 & 4 showed minimal progress of specific student individual data, social studies, and science. **Area of weaknesses** are making significant progress in all content areas every grade level, coming closer to achieving a 3% overall gain, closing the gap of earning a minimal of 72% CCRPI score. As well, the needs we discovered were closing the achievement gap among our students with disabilities and ELL students, continuing to increase performance in reading comprehension, and improving student performance in Math, Science and Social Studies courses. The **specific academic needs** of those students that are to be addressed in the school wide program will be mathematical computation skills, literacy skills, critical thinking skills, writing skills, and content knowledge in core subject areas. (3) Lovejoy showed significance in Social Studies, 61% Developing +; Honors Physical Science, 93% Developing +; and, 93% of students in Algebra 1.

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The 2016–2017 GMAS data supports our identified needs by showing that a significant achievement gap among our students with disabilities subgroup persists. Additionally, the SWD subgroup, consistently performed below the school, county and state averages. The percent of students in the SWD subgroup Developing or above continues to fluctuate in all content areas. Despite individual gains with the students in the areas of Reading, Language Arts, and Math, the ELL and SWD subgroups did not meet the performance targets at the subgroup and state level.

In 2015, 2016, and 2017, respectively, the school received CCRPI scores of 57.3%, 56.4%, and 57.2%. The overall score showed a very minimal increase of .8% from 2015-16. In the area of achievement points, there was an increase of .2 points for the overall score from 2015 to 2017. In contrast, there was a decrease in performance in the areas of progress points, achievement gap and challenge points.

The leadership team members worked collaboratively to analyze various types of data over the past three years. The data was then used to complete a root cause analysis to identify weaknesses in our instructional program. We discovered that **root causes** for low academic performance included:

- Teachers' need continued professional development on using data, improving rigor, and progress monitoring in teaching the Georgia Standards of Excellence.
- Teachers' lacked knowledge of best practices as it relates to their students' data in teaching and learning based upon their content area.
- Lack of developing teachers' professional knowledge at being data driven, keeping them research sound.
- Formative and summative assessments were not rigorous and remained mostly multiple choice.
- Teachers were not using data sufficiently to drive instructional decisions.
- There was inconsistency in teaching methods and strategies across contents, lack of vertical teaming.
- Students' literacy and numeracy deficits were not being consistently addressed outside of the Read 180, Language Live, Support Math, and ELA courses.

G. The measurable **goals/benchmarks** we established to address our needs in the aforementioned areas were:

- Decrease the percent of students as Beginning Learners in Reading, Language Arts, and Mathematics, by five percentage points as measured by the Georgia Milestone End of Grade Test. To add, decrease Beginning Learners in Sciences and Social Studies for 8th Grade by five percent.
- Increase the percent of students in Developing and Proficient Performance levels by five percentage points in Reading, Language Arts, Mathematics, Science, and Social Studies as measured by the Georgia Milestone End of Grade Test. To add, increase Developing and Proficient Learners in Sciences and Social Studies for 8th Grade by five percent.
- Increase the number of students scoring Distinguished Performance Level by three percentage points in Reading, Language Arts, Mathematics, Science, and Social Studies as measured by the Georgia Milestone End of Grade Test.
- Decrease the number of students absent 10 or more days.

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 - Increase the number of students with typical growth in all content areas by five percentage points
 - Increase the number of students with typical growth in each Student Learning Objective assessment.
 - Close the achievement gap among students in the ELL subgroup by using the WIDA guidelines during teaching and learning as a benchmarking system to monitor student progress by the Georgia Milestone End of Grade Assessment administration.
 - Close the achievement gap among students in the SWD subgroup by effectively implementing students' IEPs, addressing learning modalities, frequent progress monitoring, differentiated instruction, extended learning opportunities, and implementing best practices in co-teaching models.
 - Increase Professional Development of all teachers, all content areas. Provide 100% of our teachers with an opportunity to attend professional development both provided by County and Outside of County. All teachers attending will be obligated to come back and redeliver information and skills learned.

The data speaks to our use of Title I and local school funds for training in best practices in teaching and learning, differentiation, resources and supplies and technology. These factors remain a priority to assist in improving academic achievement at Lovejoy Middle School. The following domains for each Content indicate a need for remediation.

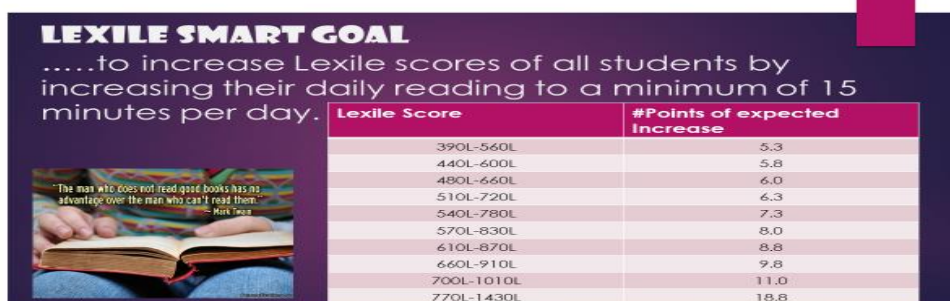
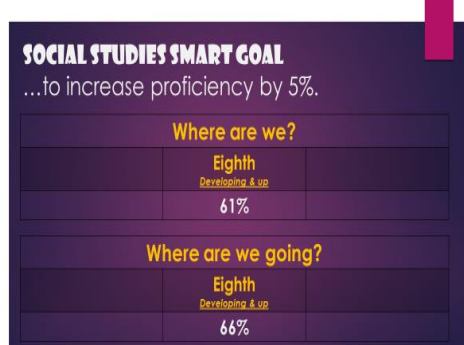
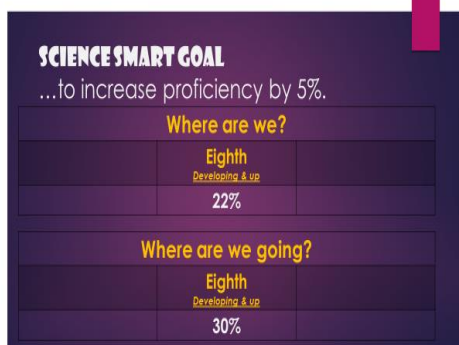
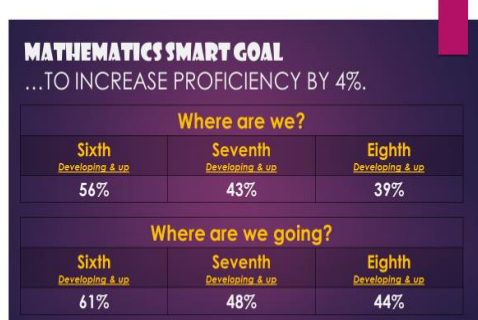
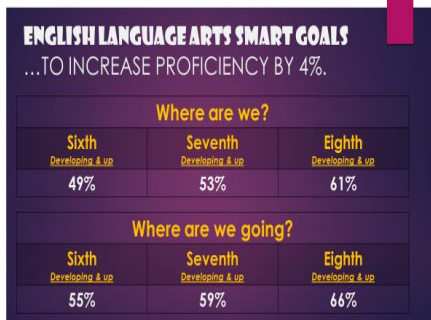
Strengthen Each Content Area Domains – ELA: Reading Comprehension, Information and Media Literacy, Vocabulary Acquisition, Research and Writing Process, and Grammar/Sentence Construction; **MATH:** Numbers and Operations, Geometry, and Algebra (Rational/Proportional Relationships); **SCIENCE:** Heredity, Chemical/Physical Properties, Geology, Ecology, Evolution, Forces and Motion; and, **SOCIAL STUDIES:** Geography and Government, Cultural and Economic Understanding. Albeit these are the assessments content areas that showed the greatest need, we will continue to focus on English/Language Arts and Mathematics.

SMART Goals for each grade level, each content based upon 2016 GMAS Data Summary:

Research on Smart Goals suggest that specific goals have a much greater chance of being accomplished than general goals. At Lovejoy Middle, we have set specific goals for each content area. Every grade level within each content, ELA, Math, Social Studies and Science, has agreed to attempt a 4% increase on all student achievement levels. All teachers, all content areas and grade levels will be involved in achieving specific goals. We will monitor our growth and achievement progress using County Common Assessments monitored through EduTrax and USA Test Prep. In addition, students have set an individual goal to increase their Lexile level by reading at minimum of 15 minutes a day, creating a rotation for students to check out books from Media Center where ELA teachers will monitor their students' reading progress. In addition, a focus group of students will be monitored using READ 180 and Language Live where applicable.

Georgia Department of Education Title I Schoolwide/School Improvement Plan

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



Georgia Department of Education Title I Schoolwide/School Improvement Plan

2(a). Schoolwide reform strategies that:

Response:

Following are the examples of scientifically based research that support our strategies for strengthen the core academic program at LMS.

Critical Thinking

Anderson, L. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives* (Complete ed.). New York: Longman.

Driven by Data

Bambrick-Santoyo, P. (2010). *Driven by data: a practical guide to improve instruction*. San Francisco, CA: Jossey-Bass.

Rigor

Blackburn, B. (2008). *Rigor is not a four letter word*. Larchmont, NY: Eye On Education.

Language!Live

LANGUAGE! Live is a comprehensive English Language Arts curriculum that combines personalized instruction in both foundational and advanced literacy skills to quickly move learners to grade-level achievement. The curriculum has two main components, Word Training and Text Training, plus a robust, integrated assessment system.

LANGUAGE! Live. (n.d.). Retrieved August 14, 2015, from
<http://store.voyagersopris.com/languagelive/>

Read180

In school districts across the nation, diverse student groups experience significant gains in reading performance after using *READ 180*. With 40 studies conducted over 15 years in a variety of settings in school districts across the country, the new *Compendium of READ 180 Research* demonstrates that *READ 180* meets the literacy needs of even the most challenged students. Districts of all sizes have experienced gains so large that they have been the subject of hundreds of national and local news stories. In this compendium, be sure to look for the gold standard Striving Readers studies funded by the U.S. Department of Education that demonstrate *READ 180*'s effectiveness with struggling readers, including incarcerated students.

Scholastic Research and Results. (2015). Retrieved August 14, 2015, from
<http://research.scholastic.com/>

Instructional Site Facilitator

The addition of an Instructional Site Facilitator at Lovejoy Middle School will assist with

Georgia Department of Education Title I Schoolwide/School Improvement Plan

2(a). Schoolwide reform strategies that:

facilitating professional development, lesson planning, data analysis, and instructional practices. The ISF will facilitate weekly collaborative planning meetings and engage in the coaching model to help strengthen teachers' instructional practices.

Spaulding, D., & Smith, G. (2012). *Instructional coaches and the instructional leadership team: A guide for school-building improvement*. Thousand Oaks, Calif.: Corwin Press.

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 content areas) and assisting in the learning process." (Hall 2005) Students at Lovejoy Middle School will be taught 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 and 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 (Focus Group)
- Utilizing technology based content lessons to help student work at their level.

MyOn Reading Program (General School Budget & District Media Budget)

The greatest advantage of MyOn reader is the program's ability to personalize reading for students by recommending books based on their interests, reading level, and previous book ratings. MyOn Reader provides an on-line digital library from Capstone books. Our students have access to over 1700 books online anytime, anywhere! These books are in full color and the students may choose to have the system read to them or read them independently. The program provides options so that teachers can hold students accountable for reading while allowing students to make decisions about their literacy needs. The teachers at Lovejoy Middle School will utilize MyOn to increase reading in the following ways:

- Make essential reading practices more effective for every student.
- Personalize reading practices to individual student's needs.
- Manage all reading activities to reach all subgroups.
- Strengthen and increase student Lexile levels
- Build a lifelong love of reading.

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, flexible tools used by teachers across all 50 states in a wide variety of ways. Gizmos are ideal for small group work, individual exploration, and whole class instruction using an LCD projector or interactive

Georgia Department of Education Title I Schoolwide/School Improvement Plan

2(a). Schoolwide reform strategies that:

whiteboard. Gizmos are designed to supplement your existing curriculum. Gizmos are correlated to state curriculum standards, the Common Core standards, and over 300 textbooks, making them easy to integrate into your instructional program.

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

The administration and staff of Lovejoy Middle School is committed to providing effective educational 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 and advanced levels of student academic success. By using research proven strategies, students who are furthest from meeting the standard will still be engaged in the classroom, which will help them to bridge the gap in deficit areas.

The ways that 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 standards, are through multiple opportunities for success and continued improvement in our instructional program by / through:

- Professional development for teachers in the areas of rigor, content, literacy across the curriculum, numeracy, and critical thinking; technology integration and deconstructing state standards to get a better handle on teaching the standards.
- Students will personalize their reading for students by recommending books based on their interests, reading level, and ratings of books read.
- Using Instructional Site Facilitators (ISF) to monitor curriculum implementation through classroom observations and lesson plan analysis.
- Using ISFs to assist in strengthening teachers' instructional practices and strategies through ongoing professional development and modeling lessons.
- Training teachers on the gradual release model and implementing a school wide explicit instruction framework for delivering lessons. Executing the Explicit Instruction Model with fidelity.
- Differentiating Instruction is to maximize each student's growth and individual success by meeting each student where he/she is and assisting in the learning process in every content, every grade level. Multiple strategies will be created and maintained.
- Establishing a common planning time so that grade level teachers can participate in weekly collaborative planning meetings to unpack curriculum units, deconstruct standards and create learning targets, create assessments, analyze student work, create exemplar products for student use, participate in interdisciplinary planning, and create lesson plans.
- Establishing a common planning time so that grade level teachers can participate in weekly data meetings to engage in data talks, assessment data analysis and interpretation, review of data in SLDS, update data notebooks and data room charts,

Georgia Department of Education Title I Schoolwide/School Improvement Plan

- student progress monitoring, and re-teaching/reassessing action plan creation.
- Providing extended learning opportunities before and after school, during the summer, and on Saturdays for low achieving students to obtain additional instructional support in specific areas of weakness.
 - Providing extended learning opportunities before and after school, during the summer, and on Saturdays for enrichment and acceleration in curriculum for students demonstrating high academic achievement.
 - Implementing a Math 180 Course and maintaining Read 180, Language!Live, and Math support classes to increase academic achievement in literacy and numeracy.
 - Establish the expectation of writing across the curriculum to be monitored through review of lesson plans and classroom observations.
 - Use www.gacollege411.org to increase students' awareness of college and career preparation.
 - Maintaining the IEPs of students with disabilities and monitoring the implementation of the accommodations outlined in the IEPs through execution of a co-teaching model in a collaborative classroom or within a small group setting.
 - Working closely with the ESOL teacher and using WIDA strategies when teaching ELL students.
 - Using data to target instruction to students' deficits through the differentiation of instruction and scaffolding instruction.
 - Participating in monthly professional development during early release days to extend teachers' understanding of Georgia Milestones Assessment System and best practices in teaching to the cognitive level of the Georgia Standards of Excellence.
 - Use computer based instructional tools to increase student engagement and extend learning opportunities such as USATestPrep, Gizmos, MyOn, GoFAR, and Kurzweil.
- Implementation of a school wide positive behavior management plan.

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

Response:

We will increase the quality of instructional time through continued teacher development through training. We will increase the amount of instructional time by offering extended learning opportunities before and after school, during the summer, and on Saturdays for low

Georgia Department of Education Title I Schoolwide/School Improvement Plan

achieving students to obtain additional instructional support in specific areas of weakness and for high achieving students to receive enrichment and acceleration in curriculum. Additionally, increased learning time is provided to students through specialized afterschool tutorial, Robotics club (Math) and Book club (Reading). During the school day, instruction at Lovejoy Middle School is delivered from bell to bell in an effort to maximize learning time with minimal interruption. Lovejoy's strategies also support the implementation of the District's Priorities: Critical Thinking, Literacy and Numeracy across the curriculum, and Integrated Technology. Also, by the implementation of all strategies aforementioned in 2(b); for example, increasing rigor through use of Explicit Instruction model, Differentiated Instruction lesson planning, Language!Live, Read and Math 180, MyOn, and Gizmos the expectation is for students of Lovejoy Middle School to make a 4% academic gain in all content areas.

2(d). 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 use data from national, state, and school-based measures to assess if student needs have been met. Student performance data will be analyzed to identify target areas of weakness and to create an action plan for re-teaching and re-assessing. Data from the following areas will be analyzed:

- Georgia Milestones Assessments District Benchmark Assessments
- Common Assessments
- Past data in SLDS
- Read180 Lexile Data
- Language!Live Reading Data
- Discipline data
- Attendance data
- Gizmos usage
- GOFAR usage
- Students' course grades

To help us determine if such needs have been met, stay abreast of our current realities, define desired results, and develop action plans to address lack of performance and to accelerate successful performances among students, an additional process will be implemented. Teachers

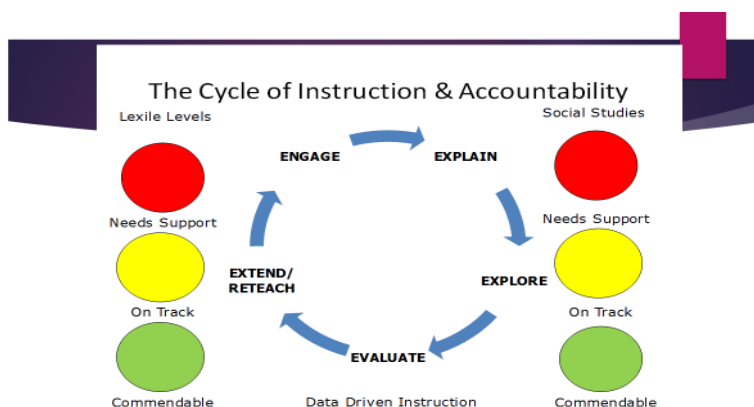
Georgia Department of Education

Title I Schoolwide/School Improvement Plan

2(d). 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.

will maintain weekly progress checks using the Cycle of Instruction and Accountability. The Cycle of Instruction and Accountability is a monitoring tool posted in each classroom with total class data posted. It is an extension to the County's Explicit Lesson Format. Please see the sample below:



This data tool affords teachers, students, parents, and other stakeholders the ability to see at a glance the total class performance on weekly assessments. The teacher will post data outcomes on this chart without student identification. Using a separate tool, the Student Progress Monitoring document, the teacher will monitor those students who continue to score in the range of Needs Support. The next step is “Safety Net” where the teacher begins the RTI process to develop other methods of instruction for those students scoring in the Needs Support category, while extending the learning for students scoring in the ranges of On Track and Commendable.

2(e). 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 government 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, Clayton County Benchmarks, Math 180, Read 180, EduTrax, Statewide Longitudinal Data System attendance,

Georgia Department of Education Title I Schoolwide/School Improvement Plan

discipline referral and outcomes data will be collected and reviewed. We will also review our pupil service recommendations, implementation of preventions and interventions, and level of engagement in the school.

3. Instruction by highly qualified professional staff

Response:

Lovejoy Middle School currently employs an approximate staff of 40 full time highly qualified teachers according to the requirements of ESEA. Lovejoy Middle School is currently using e-substitutes for Technology, Exceptional Education Paraprofessional, and 7th Grade ELA.

Professional Development is an on-going strategy to keep staff 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 training opportunities, endorsement programs and conferences. Based on subject area, the following lists described best practices currently used by qualified teachers at Lovejoy Middle School:

Math

- Use of the “Show, Tell, Prove” Method for Problem-Solving
- Daily Problem-Solving Opportunities
- Ready Common Core Math Supplementals
- Use of Manipulatives
- Use of GIZMOS
- Hands-On Standards for Mathematics
- Learning Village Performance Tasks

Science

- Inquiry-Based Learning Experiences
- Documentation of at least 450 Science Lab Minutes per Quarter
- 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
- Use of the Social Studies Skills Matrix
- Social Studies Fair Projects

Reading

Georgia Department of Education Title I Schoolwide/School Improvement Plan

3.	<p>Instruction by highly qualified professional staff</p> <ul style="list-style-type: none"> • Use of MyOn reading program • Teaching using complex texts • Requiring annotation during reading • Use of constructed respond prompts • Explicit vocabulary instruction • Use of critical thinking skills during text analysis <p>Moreover, teachers of all subject areas structure lessons to incorporate the five critical elements of explicit instruction: direct explanation, modeling, guided practice, independent practice, and review/assessment. Teachers will use various types of instructional strategies when implementing instruction such as graphic organizers, guides for reading/listening, cues, questions, demonstrations, drill and practice, summarizing and note taking; experiential learning through experiments, role-playing, surveys, and games; independent learning through assigned questions, graphic organizers, homework and practice, essays, reports, research projects, and summarizing and note taking; indirect instruction 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 such as brainstorming, cooperative learning, interviewing, peer practice, and tutorial groups; student centered learning through projects and physical manipulation.</p> <p>The lesson standard, learning target, and essential questions will be posted, asked, discussed and reviewed in every lesson throughout all core subjects.</p> <p>Teachers use open-ended questions or problems that require students to think critically and to prepare a specific academic response.</p> <p>A variety of assessments are used including higher level questioning that causes the students to synthesize, evaluate, summarize, compare, contrast, making inferences, and draw conclusions. When assessing students, essential questions will match the Common Core Georgia Performance Standards.</p> <p>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. Additionally, data drives all instruction. Assessments, other than pencil/paper will be an integral part of the instructional program (rubrics, projects, plays, etc). A variety of assessment methods will be used in the classroom , such as:</p> <ul style="list-style-type: none"> • Pre/post test • Weekly quizzes • Teacher made tests
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Georgia Department of Education Title I Schoolwide/School Improvement Plan

3.	<p>Instruction by highly qualified professional staff</p> <ul style="list-style-type: none"> • Unit exams from all core subject area test • Rubrics and teacher commentary • Content focused assessments • Observation and dialogue • Student developed questions <p>Teachers will use rubrics to help students determine the level of quality expected in their performance by clearly outlining the criteria.</p>
4.	<p>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> <p><i>Response:</i></p> <p>A. We have included teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the <u>root causes of our identified needs addressed in 1(f)</u>. For example, at various times, we met with various stakeholders to include the aforementioned stakeholders to gain input on how Lovejoy Middle School could improve its academic program. We make Professional Development according to teachers' specific need based upon classroom observations and lesson plan feedback. Also, our Parent Liaison will conduct staff training to help improve teacher capacity in collaborating with parents to improve overall parental involvement. Additional professional learning in Differentiating instruction, Science Inquiry, Writing Across the Curriculum, Integrating Technology, and Critical Thinking will be offered.</p> <p>B. We have aligned professional development based upon the needs of aforementioned 1(g) and 1(f). These needs are aligned with the State's academic content and student academic achievement standards for the purpose of increasing student achievement with all of our students and closing achievement gaps between subgroups.</p> <p style="padding-left: 40px;">Specific professional development needs are:</p> <ul style="list-style-type: none"> • Continued implementation of the Explicit Instructional Model • Differentiated Instruction • Increasing Rigor in teacher's specific pedagogy • Improving and enhancing the Co-teaching model <p>C. We have devoted sufficient resources to carry out effectively the <u>professional development activities that address the root causes of academic problems</u>. For example:</p> <ul style="list-style-type: none"> • Purchase books for book study.

Georgia Department of Education Title I Schoolwide/School Improvement Plan

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.
	<ul style="list-style-type: none"> • 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. <p>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:</p> <ul style="list-style-type: none"> • LMS 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 <i>Focus (Schmoker)</i>, <i>A Taxonomy for Learning, Teaching, and Assessing (Anderson et al)</i>, <i>Turning High Poverty Schools into High-Performing Schools (Parrett & Budge)</i> 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 Common Core Curriculum implementation, with a particular emphasis on Literacy across the Curriculum and Critical Thinking. <p>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</p>

Georgia Department of Education Title I Schoolwide/School Improvement Plan

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

Response:

The school will work collaboratively with district human resources department to ensure that all certified staff members meet HQ requirements. In the selection process, school administration will utilize *SearchSoft* and the PSC website to ensure that candidates meet HQ requirements before interviews are scheduled. Additionally, the school will plan each year's master schedule with HQ certification areas in mind. We will post vacancies on SearchSoft and attend job fairs to attract high quality teachers. Additionally, we will work with the TAPP and Teach For America programs.

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

Response:

We have involved parents in the planning, review, and improvement of the comprehensive school wide program plan by supporting our Title I Parent Liaison in working exclusively to increase parental involvement. This individual is responsible for organizing parent workshops, attending Title I district meetings, communicating with parents via telephone, text messages, calling posts, or email to extend invitations to school activities including volunteering, learning at home strategies, etc. The parent liaison also facilitates curriculum nights and parent boot camps. The parent liaison 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 and 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 selected 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 into consideration in the formation of the School-Wide Title I plan.

We have developed a parent involvement policy included in our appendices that includes strategies to increase parental involvement and grade level appropriate school parent compact. The policy describes how the school will provide individual student academic assessment results, including an interpretation of those results, makes the comprehensive school wide program plan available to the LEA, parents, and the public and creates a family friendly school environment.

Georgia Department of Education Title I Schoolwide/School Improvement Plan

Lovejoy will have the following to support:

- Curriculum Nights – twice a school-year.
- Observe – Continental Breakfast Parents, Faculty, & Staff Veterans Day, Dads & Donuts, and Moms & Muffins.
- Parents will have access to the GA Parent Survey.
- We will have the Comprehensive School Improvement and Title 1 Plans on the school website.
- We will host PTA meeting quarterly – 4 per school year.
- Conduct Parent Bootcamp of Georgia Standards of Excellence Updates through Parent Liasion.
- The School-Parent Compact will be sent home.
- Media Specialist will host a Fall and Spring Bookfair.
- Parents will be notified of all upcoming events via, phone and email using School Messenger.

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:

Following are our plans for assisting preschool children in the transition from early childhood programs. Also included are transition plans for students entering middle school or high school and entering from private schools plus students entering our school throughout the school year: LMS will use targeted pull-out, after school, and Saturday remediation programs to ensure that students are academically ready to transition to the next grade level. The school 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 Lovejoy High School (main feeder school), culminating with a collaborative parent/student advisement night hosted at LMS to prepare students to transition from LMS to LHS. In the rising 5th grade orientation and the 9th grade advisement, Core content teachers, CTAE and Fine Arts Teachers will provide presentations to students in order to promote vocational programs and academic clubs.

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:

The ways that we include teachers in decisions regarding use of academic assessments are by holding weekly content planning meetings and grade level meetings where teachers are able to make decisions on the use of disseminating data from unit assessments and district common assessments. The school's leadership team, which includes several teachers, also collaborated to write the SIP, which in part was based on teacher developed departmental SMART goals.

Georgia Department of Education Title I Schoolwide/School Improvement Plan

Additionally, the School's Leadership team also fosters shared leadership including staff input on use of assessment and the effectiveness of the overall instructional program. During Pre-planning, teachers were exposed to all District priorities, each Department presented "Where they are, Where they are going and What's next?" During this time, each Department, included 2017 GMAS data to support their goals.

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 provided activities to ensure that students who experienced difficulty mastering proficient or advanced levels of academic achievement standards were provided with effective, timely additional assistance. Those activities targeted small group academic pull-outs during connections periods. Also, students had access to morning/afternoon teacher tutorial. Additionally, students were invited to Title I After School and school based on common assessment, GMAS, and district assessment data. Title I funds will be used to improve academic achievement in the areas of Mathematics, Science, Language Arts, and Algebra 1.

Teachers frequently reviewed data utilizing the SLDS system, data notebooks, and data room tracking. In instructional planning sessions, interdisciplinary teams analyzed data to inform instruction, utilizing *EduTrax* to assess standards and domains which are deficient for groups of students and individuals. Grade level and content meetings will also be used for teacher teams to collaborate toward identifying struggling students in a timely manner. Further, on early release days, teacher teams participated in vertical articulation and common planning to identify student difficulties in a timely manner. Struggling students were identified, and appropriate interventions were put into place to ensure that they met standards. Also, interdisciplinary teams met weekly to identify, provide interventions, conduct parent meetings, and progress monitor as part of the RTI/SST process.

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 were used 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. Title I funds will be used to improve academic achievement in the areas of Mathematics, Science, Language Arts, and Algebra 1. Additionally, local funds allocated to vocational programs were considered in forming all Title I

Georgia Department of Education Title I Schoolwide/School Improvement Plan

decisions.

- Personnel funding for parent liaison and Title I math teacher
- Funding for professional development in the areas of explicit instruction, literacy, critical thinking and math instruction to help improve teacher practices
- Funding for web based teaching resources

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 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 curriculum night that includes a session on Georgia Milestones score reporting and interpretation. 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. Report cards and standardized test scores will be shared using website, school marquee, and school messenger.

In addition, individual student assessment results will be provided to parents through specified score reports (GMAS, ACCESS, Language Live, Read 180, and Math 180).

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.

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. The school system, through the Technology and Research departments, collects data from state assessments. Data is then

Georgia Department of Education Title I Schoolwide/School Improvement Plan

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. 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 Learner, special education, gifted, race, ethnicity, economically disadvantages, and gender. Also, teachers must create individual data reports, and then meet with administration to discuss data outcomes and set goals for the future. Most district and school assessment data is aggregated and disaggregated through the Edutrax data management system.

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

Response:

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.

The summative assessment data utilized in the development of this Title 1 plan are derived from both state and national assessments that have been validated and administered statewide and nationwide.

Clayton County Public Schools Research, Evaluation, Assessment, and Accountability is responsible for developing tools and processes that can be used to analyzed 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:

Reports are published on the GADOE website and release to the news media by the state DOE. A link to the GADOE website is provided on the CCPS website. Also, the local news media provide the public with detailed information about test results. Also, the school will do a calling post and update the marquee to advice parents when standardized test results are available for parent viewing. Moreover, data is displayed in centralized locations within the school building.

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 GaDOE's

Georgia Department of Education Title I Schoolwide/School Improvement Plan

website. For stakeholder's convenience, a link to the state's website is available on the school's website.

Lastly, Lovejoy Middle School will annually publish its state test results and made available for stakeholders throughout the school, teacher's data notebook, 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:

Lovejoy Middle School is a Title I school wide program. The school has an approved plan that was developed over a one year period. The plan is updated by school representatives, student, and community members and is reviewed by representative from the CCPS Central Office and outside consultants. The review process is conducted annually. We amassed 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 for one-year. Lovejoy Middle School uses multiple forms of communication to invite feedback and input on its Title 1 plan annually. An annual meeting for all stakeholders (parents, students, staff) will be held to discuss data and changes to the SWP, input and feedback will be requested from all participants.

Georgia Department of Education Title I Schoolwide/School Improvement Plan

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).																																
<p><i>Response:</i></p> <p>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 2016, 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 a student, two parents, a district instructional facilitator, teachers/department chairs, a parent liaison, and two administrators.</p> <table> <tr><td>Mr. Lonnie Farmer</td><td>Principal</td></tr> <tr><td>Dr. H. Dobbins, Jr.</td><td>Assistant Principal</td></tr> <tr><td>Mrs. Devlyn White</td><td>Assistant Principal</td></tr> <tr><td>Ms. Nina Endow</td><td>Counselor</td></tr> <tr><td>Carmen Durham</td><td>6th Grade Level Chair</td></tr> <tr><td>Floria Willis</td><td>7th Grade Level Chair</td></tr> <tr><td>Brandon Brame</td><td>8th Grade Level Chair</td></tr> <tr><td>Pandora Payne</td><td>DES Chair</td></tr> <tr><td>Carlyne Nicolas</td><td>DES Co-Chair</td></tr> <tr><td>Michelle Fidalgo</td><td>EL Chair</td></tr> <tr><td>Randi Carter</td><td>Media Specialist</td></tr> <tr><td>Meagan Booker</td><td>Science Department Chair</td></tr> <tr><td>Myisha Barrington</td><td>Mathematics Department Chair</td></tr> <tr><td>Wanda Maybank</td><td>Language Arts Department Chair</td></tr> <tr><td>Michael Peltz</td><td>Social Studies Department Chair</td></tr> <tr><td>Maxwell Hughey</td><td>Data Chair</td></tr> </table>		Mr. Lonnie Farmer	Principal	Dr. H. Dobbins, Jr.	Assistant Principal	Mrs. Devlyn White	Assistant Principal	Ms. Nina Endow	Counselor	Carmen Durham	6th Grade Level Chair	Floria Willis	7th Grade Level Chair	Brandon Brame	8th Grade Level Chair	Pandora Payne	DES Chair	Carlyne Nicolas	DES Co-Chair	Michelle Fidalgo	EL Chair	Randi Carter	Media Specialist	Meagan Booker	Science Department Chair	Myisha Barrington	Mathematics Department Chair	Wanda Maybank	Language Arts Department Chair	Michael Peltz	Social Studies Department Chair	Maxwell Hughey	Data Chair
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17.	Plan available to the LEA, parents, and the public.
<p><i>Response:</i></p> <p>Once the plan is reviewed and approved by the Central Office Review Team, it will be placed on Lovejoy Middle School'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.</p>	
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.

Georgia Department of Education Title I Schoolwide/School Improvement Plan

Response:

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 Lovejoy Middle School's website, which utilizes *Clayton County Translators* in providing parents the ability to view the plan in various languages from our website homepage.

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

Response:

The Title 1 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 Priority or Focus School for the 2017-18 school year.