

*Midway Middle School*

**COMPREHENSIVE THREE-YEAR  
SCHOOL IMPROVEMENT PLAN**

*2010-2013*

*( Revised- September 2010)*

**MIDWAY MIDDLE SCHOOL  
COMPREHENSIVE SCHOOL IMPROVEMENT PLAN  
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# **Midway Middle School**

## **The Mission**

The Mission of Midway Middle School is to provide a vigorous academics-based education in a safe learning environment, to motivate students to become life-long learners in a global and technologically advanced modern democracy.

In partnership with parents and the community, students are encouraged to achieve high academic standards, make positive choices, and meet behavioral expectations

## **Vision**

In partnership with students, families and our community, we are dedicated to:

- meeting the needs of all students
- recognizing the uniqueness of each child and
- preparing students to lead productive, moral, responsible lives.

## **Belief Statements**

The instructional staff at Midway Middle School believes:

- Each student is a unique learner who achieves success when actively engaged in the learning process.
- A safe and comfortable environment is enhanced through fair and consistent enforcement of school system and school policies and procedure.
- Students learn to make sound decisions through positive relationships and mutual respect within a supportive, challenging environment.
- Students should be kept abreast of the latest trends, developments, and innovations of our advancing technological society.
- School staff, parents, community, and students must share responsibility for promoting and supporting citizenship within the school and society.
- Student knowledge, understanding, and appreciation of the world in which they live will be promoted through global awareness and cultural diversity.
- By setting challenging expectations, the physical, emotional, mental, and social needs of all students can be fulfilled.

*Midway Middle School  
Comprehensive Three-Year School Improvement Plan  
School Improvement Committee*

<i>NAME</i>	<i>POSITION</i>	<i>GRADE LEVEL</i>
<i>Debra Frazier</i>	<i>Principal/Instructional Leader</i>	<i>6<sup>th</sup>-8<sup>th</sup></i>
<i>Thomas Willoughby</i>	<i>Assistant Principal</i>	<i>6<sup>th</sup>-8<sup>th</sup></i>
<i>Patricia Stokes</i>	<i>Curriculum Coordinator</i>	<i>6<sup>th</sup>-8<sup>th</sup></i>
<i>Teresa Bacon</i>	<i>Parent Involvement Facilitator</i>	<i>6<sup>th</sup>-8<sup>th</sup></i>
<i>Melinda Kennedy</i>	<i>Math Teacher</i>	<i>6<sup>th</sup>-8<sup>th</sup></i>
<i>Cristina Dover</i>	<i>Media Specialist</i>	<i>6<sup>th</sup>-8<sup>th</sup></i>
<i>Glenda Layton</i>	<i>Graduation Coach</i>	<i>6<sup>th</sup>-8<sup>th</sup></i>
<i>Marybel Laboy</i>	<i>Science Teacher</i>	<i>8<sup>th</sup></i>
<i>Kenneth Heath</i>	<i>Computer Technology Teacher</i>	<i>6<sup>th</sup>-8<sup>th</sup></i>
<i>Alvin Jackson</i>	<i>Social Science Teacher</i>	<i>6<sup>th</sup>-8<sup>th</sup></i>
<i>Becky Knight</i>	<i>ELA Teacher</i>	<i>6<sup>th</sup>-8<sup>th</sup></i>
<i>Wilhemenia Gadson</i>	<i>Paraprofessional</i>	

## *Demographics of Midway Middle School*



### *Historical Perspective*

*Midway Middle School opened its doors to its first students in August of 2001. At this time, Midway Middle became the third middle school in the Liberty County School System.*

*Midway Middle School receives students from five feeder schools, including Ft. Stewart. MMS is presented with numerous unique challenges because of the diverse population we serve. Military personnel assigned to Ft. Stewart add an international flavor to our otherwise “small town” setting. Our school is fortunate to be comprised of a culturally diverse student body of military children of various ethnic backgrounds and local children who were born and reared in Liberty County. Our staff meets the daily challenge of educating this diverse group of students.*

### *Attendance*

*The average daily attendance for Midway Middle School is 95.6 percent. Attendance is slightly higher for female students than males students. Attendance is consistently stable throughout the grade levels. Teacher attendance averages in the ninety-fifth percentile.*

### *Testing*

*Student performance is assessed annually through the use of several standardized tests. . The average score for eighth graders on the Georgia Middle Grades Writing Assessment was the same as for Liberty County and in the same minimal domain of the average eighth grader in the state of Georgia. On the Georgia Criterion Referenced Competency Test, our students met or exceeded the state’s target in all content areas.*

## Faculty and Staff

*The teachers at Midway Middle School are contracted for 190 days, 7:45-3:45 P.M. Core curriculum teachers and special area teachers are scheduled for 75 minutes of planning. All teachers are evaluated using the Georgia Teacher Evaluation Program in addition to weekly Informal Observations. All teams have a team leader, to provide constant and immediate feedback. Teachers are divided into teams of four members for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades. Each teacher has one block of planning plus additional time in the morning and afternoon. Parent Conferences are held during planning and after school, in addition to parent conference afternoon.*

*The school has 100 % highly qualified teachers. We are providing the necessary support to ensure that all of our teachers remain qualified in their content areas. The staff follows the middle school concept of teachers working cooperatively in four to five member teams. We have two counselors to serve our population of 738 students.*

## Midway Middle School

*Because of the impact of our growing and transient population, we aim to accept each student as a distinct and unique individual. We strive to provide equal educational opportunities for all students.*

**Total Enrollment: 738**

<b>Sub Group</b>	<b>Total Count</b>	<b>Percentage</b>
Female	336	44.74%
Male	402	55.26%
American Indian	9	.58%
Asian/PI	13/4	1.75%
Black	347	44.45%
Hispanic	74	8.19%
White	291	39.91%
Gifted	37	4.97%
SWD	70	9.80%
Regular Lunch	275	35.96%
Free & Reduced Lunch	463	63.94%

## ***Accomplishments***

- *Our students met the AYP criteria for Test Participation*
- *Our school met the AYP criteria for Second Indicator*
- *The school met the AYP criteria for Academic Performance*
- *Our school met the AYP criteria in 13 out of 13 categories.*

### ***Plan of Action for Midway Middle School to Address Our AYP Status***

To address the needs improvement status of Midway Middle School, I will employ the following strategies:

1. Continue a Transitional Math class to provide students with disabilities and low performing regular education students with an additional block of instruction in mathematics to cover basic skills.
2. Provide co-teaching training and follow-up.
3. Continue to offer additional tutoring with the extended Saturday Math program. Students will be provided with transportation and a snack. Parental consent is required in order for students to participate.
4. Reinforce GPS during instructional period/ remediation time with a paraprofessional
5. Analyze the data on a regular basis to assess areas of gain throughout the year. (Implement benchmark testing)
6. Continue to collaborate with Dept of Defense Schools to discuss the Georgia Curriculum. 7<sup>th</sup> Grade students transferring in from Ft. Stewart schools are unaware of GPS. We will continue to collaborate with teachers and administration.
7. Utilize the Parental Involvement Facilitator to work closely with special learning students and parents.
8. Continue a remedial math class to meet the needs of low performing students.

### **Academic Assessment**

The faculty at MMS actively participates in the decision making process regarding academics and the development of assessments. The School Wide test data, along with benchmark assessments are analyzed to determine staff development opportunities. The subject area department leaders along with the leadership team conduct surveys, and professional learning communities to evaluate student work. The evidence from these sessions guides instruction at Midway Middle School.

In addition, we will enhance many of these strategies to better serve our student population:

- Increasing the amount of Collaboration time
- Analyze the data, Identifying students by name in each subgroup that did not meet the required standards
  - contacting parents at home to request support
  - setting goals for improvement
  - providing extra/additional opportunity for them to learn
- Daily language drills
- Teaching non-fiction selections (Weekly Readers)
- Providing access to practice CRCT lessons
- Teachers modeling read aloud-think aloud activities
- Continue CCC/Success Maker Program
- Seeking clarification on standard/non-standard administration
- Identifying students who are low functioning for the possibility of GAA administration
- Setting High expectations for our students learning by focusing on grade level concepts
- Ramping up”
- Providing daily/review opportunities and/or short drill opportunities to increase competency.
- Increasing two-way communication with parents Making telephone contact with all parents, especially targeting those whose children are not meeting expectations (invitation to participate in additional segments of instruction- Extended Day Program



# School Improvement Plan-Midway Middle School

## Summary of Data & Composition of School Improvement Committee

### Georgia Criterion-Referenced Competency Test

On the Georgia CRCT administered in the spring of 2010, 92.3% of the students met or exceeded the benchmark in Reading/ELA; while 53.6% of our SWD met or exceeded the standard.

On the Georgia CRCT administered in the Spring of 2010, 80.9% of students met or exceeded the benchmark in Math; while 41.4 % of our SWD met or exceeded the benchmark in Math.

The accompanying goals for achievement address all areas, but particular emphasis is placed on improving math performance for all students, with the subgroup of students with disabilities being particularly addressed.

Teachers participated in the standards assessment inventory. This survey revealed the following as being the five with the highest weights for consideration in planning for staff development. (June 2010).

**Learning Communities** -Staff development that improves the learning of all students; organizes adults into learning communities whose goals are aligned with those of the school and district.

**Data Driven** -Staff development that improves the learning of all students; uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.

**Evaluation**-Staff development that improves the learning of all students; uses multiple sources of information to guide improvement and demonstrate its impact.

**Learning**-Staff development that improves the learning of all students; applies knowledge about human learning and change.

**Research Based-**



# School Improvement Plan-Midway Middle School

## Action Plan for ELA

Annual, Measurable Objective(s): Students will raise achievement on the Middle Grades Writing Assessment in Grade 8 from 76% meeting or exceeding the target to 80% meeting or exceeding the target in 2009 with a minimum of 95% participation for all subgroups.

Data Analysis indicates that the greatest area of need is: Grammar and Sentence construction and research and writing projects.

Measurable Student Goals: Student Performance on the spring 2007 ELA CRCT

6<sup>th</sup> Grade will increase from 90% meets and exceeds in 2010 to 93 % meets and exceeds in 2011 to 96 % meets and exceeds in 2012 to 99%; meets and exceeds in 2013.

7<sup>th</sup> Grade will increase from 93% meets and exceeds in 2010 to 96% meets and exceeds in 2011 to 99% meets and exceeds in 2012 to 100%; meets and exceeds in 2013.

8<sup>th</sup> Grade will increase from 77 % meets and exceeds in 2010 to 80% meets and exceeds in 2011 to 99% meets and exceeds in 2012 to 100%; meets and exceeds in 2013.

Specific Academic Areas within Content (i.e., domains) and Subgroups (i.e., Special Education, LEP, etc.) to Address (based on analysis of AYP Report and School Student Performance Data and other relevant data over the past three years):

*Content Domains:*

ALL WRITING DOMAINS

*Subgroup:*

ALL GROUPS

Teachers will incorporate the 6 + 1 writing traits into the writing process in addition to the four square writing model.

Actions/Strategies/Interventions	Timeline	Professional Development Resources/Est. Costs	Person(s) Responsible	Means of Evaluation
Composition and grammar classes (including Special Education) will utilize "Writing Wednesdays" whereby students will be instructed in and guided through the Georgia DOE rubric for essay writing. Teachers will meet bi-weekly on the eight grade level and monthly on other grade levels to discuss and review student work. After reviewing student work, teachers will develop plan(s) for remediation.	August 2010	NA	Curriculum Coordinator Language Arts Teacher Special Ed Teachers Principal	Student Writing Samples CRCT & ITBS Results Direct & Indirect Observations
Teachers will focus on writing in all content areas/increasing writing opportunities across the curriculum/6+1 Traits of Writing	August 2010	NA	Curriculum Coordinator Principal, AP	Daily review of work
Teachers will implement 6 + 1 writing traits.	August 2010	\$1000.00 6+1 Writing Training	Curriculum Coordinator Principal, AP	Re-delivery
Teachers and support staff will participate in Professional Learning Communities to evaluate student work and analyze and develop academic assessments in ELA.	August 2010	NA	Curriculum, Principal	Observation, Sign-in Sheets
Teachers will utilize a Smart board/Technology for presentation and enhancement of instruction when appropriate in ELA.	August 2010	Training by LEA tech department in the use of the smart board for enhancing instruction.	Teachers of ELA (including teachers of students with disabilities) Media Specialist	Administrator Observations of Teacher Lessons Using Boards, Lesson Plans Indicating use of Board in instruction, Technology inventory.
Teachers will implement best practice and utilize Georgia Key Standards to improve achievement in ELA	August 2010	NA	Principal, Curriculum Coordinator	
To increase student achievement, school leaders and staff members may participate in RESA, GaDOE, and GLRS content-related, job specific, and /or leadership development sessions as appropriate for school improvement.	August 2010	Title I Funding, Title II Funding, Staff Development	Teachers, Principal	Agendas, Travel logs, etc.



# School Improvement Plan-Midway Middle School

6<sup>th</sup> Grade will increase from 30% meets and exceeds in 2010 to 35% meets and exceeds in 2011 to 40% meets and exceeds in 2012 to 45%; meets and exceeds in 2013 to 50%.  
 7<sup>th</sup> Grade will increase from 39% meets and exceeds in 2010 to 42% meets and exceeds in 2011 to 45% meets and exceeds in 2012 to 49% meets and exceeds in 2013 to 55%.  
 8<sup>th</sup> Grade will increase from 24% meets and exceeds in 2010 to 26% meets and exceeds in 2011 to 30% meets and exceeds in 2012 to 35% meets and exceeds in 2013 to 40%.

## Action Plan for Math

Annual, Measurable Objective(s): Students with disabilities (SWD) will increase the percentage meeting the standard in math by 10% (39.4% - 2009) as measured on the CRCT with a minimum of 95% participation.

Content Domains:

Subgroup:

Number Sense & Numeration

STUDENTS WITH DISABILITIES

Problem Solving

Computation & Estimation

Factors affecting Student Achievement to address (based upon analysis of What Works in Schools Survey and other data):

Actions/Strategies/Interventions	Timeline	Professional Development Resources/Estimated Costs	Person(s) Responsible	Means of Evaluation
All teachers of students with disabilities will provide instruction in the three areas of greatest need as assessed on the CRCT using the "plan-teach-assess-adjust" Schmoker model to remediate weak domain areas.	August 10	computer hardware needed to upgrade computer lab &/ or classrooms for administration of STAR Math software.	Teachers of Mathematics (including teachers of students with disabilities) Media Specialist	Direct and indirect observation by curriculum coordinator and administrators; review of teacher lesson plans.
All teachers of mathematics will utilize a "SmartBoard" for presentation and enhancement of math instruction when appropriate.	August 10	None	Teachers of Mathematics (including teachers of students with disabilities) Media Specialist	Administrator Observations of Teacher Lessons Using Boards, Lesson Plans Indicating Use of Board in Instruction, Technology inventory.
Students with disabilities will participate in math instruction using the Transitional Math to reinforce basic math skills.	August 10	In-school training for teachers of students with disabilities in the implementation of Transitional provided by GLRS	Teachers Principal	Direct and indirect observation by curriculum coordinator and administrators; review of teacher lesson plans.
Students with disabilities will participate in math daily review/preview opportunities to increase competence and confidence and to improve accuracy- <b>CRCT daily warm-up drills</b>	Sept. 2010	None	Curriculum Team Teacher Principal	Direct and indirect observation by curriculum coordinator and administrators; review of teacher lesson plans.
The principal will implement a "Family Fun Night to increase the emphasis on math vocabulary and basic skills instruction	Nov. 2010	\$250.00 Title I funds "set dates"	Principal, AP, Math Teachers	Observation
CRCT Practice Test- Utilize CRCT practice test to determine progress and diagnose student needs.	Sept. 2010	CRCT Coach Workbooks \$1300.00 Title I funds	Principal, Curriculum Coordinator	Practice Test results
Teachers and support staff will utilize Professional Learning Communities to evaluate student work and analyze and develop academic assessments in math	Sept 2010	Resource: "Whatever It Takes"	Curriculum, Principal	Observation, Sign-In Sheets
Teachers will utilize a SmartBoard/Technology for presentation and enhancement of instruction when appropriate in Math	August 2010	Training by LEA tech department in the use of the smartboard for enhancing instruction.	Teachers of math (including teachers of students with disabilities) Media Specialist	Administrator Observations of Teacher Lessons Using Boards, Lesson Plans Indicating Use of Board in Instruction, Technology inventory.
Teachers will implement best practice and utilize Georgia Key Standards to improve achievement in Math, Computation and estimation, Geometry, problem solve.	Aug 2010	NA	Principal, Curriculum Coordinator	Observation
Teachers will effectively implement Georgia Performance Standards Model Strategies in all Math classrooms	Aug 2010	NA	Principal, Curriculum Coordinator	Observation
Students with disabilities will participate in Math instruction using the CCC/Successmaker program to reinforce basic Math skills	Sept 2010	None	Teachers of Math (including teachers of students with disabilities')	Direct and indirect observation by curriculum and administrators; review of teacher lesson plans



# School Improvement Plan-Midway Middle School

## Action Plan for Math

Data Analysis indicates that the greatest area of need is: Geometry, Algebra, Data Analysis, Measurement, Number and Operations and Probability.

Measurable Student Goals: Student Performance on the spring 2007 ELA CRCT

6<sup>th</sup> Grade will increase from 71% meets and exceeds in 2010 to 73% meets and exceeds in 2011 to 76% meets and exceeds in 2012 to 79% meets and exceeds in 2013.

7<sup>th</sup> Grade will increase from 82 % meets and exceeds in 2010 to 85% meets and exceeds in 2011 to 88% meets and exceeds in 2012 to 91% meets and exceeds in 2013.

8<sup>th</sup> Grade will increase from 67 % meets and exceeds in 2010 to 70% meets and exceeds in 2011 to 73% meets and exceeds in 2012 to 76% meets and exceeds in 2013.

*Content Domains:*

*Subgroup:*

Problem Solving, Computation and estimation, and Patterns & Relationships

ALL GROUPS

Factors affecting Student Achievement to address (based upon analysis of What Works in School Survey and other data):

Differentiate instruction based on domain.

Annual, Measurable Objective(s): 6<sup>th</sup>-8<sup>th</sup> grade students will improve achievement in mathematics as measured on the Georgia CRCT from 64.3% meeting or exceeding the standard in 2008 to 75 % meeting or exceeding the standard in 2009 with a minimum of 95% participation.

*Content Domains:*

*Subgroup:*

Actions/Strategies/Interventions	Timeline	Professional Development Resources/Estimated Costs	Person(s) Responsible	Means of Evaluation
Teachers will study previous data from standardized test such as CRCT, Pre/Post Test, Star Reading, Assess Trax	Sept. 2010	NA	Principal	Reading programs designed to meet the needs of students
Teachers of Regular Ed and SPED will utilize collaboration/inclusion teaching behaviors	Sept 2010	First District RESA	Principal/Curriculum Coordinator	Formal/informal observations
Teachers and support staff will utilize Professional Learning Communities to evaluate student work and analyze and develop academic assessments in Math	Sept 2010	GLRS "Whatever It Takes"	Curriculum, Principal	Observation, Sign-In sheets
To increase student achievement, school leaders and staff members may participate in RESA, GaDOE, and GLRS content-related, job specific, and /or leadership development sessions as appropriate for school improvement	Sept 2010	Title I, Staff Development Funds	Principal	Agenda, Travel Logs, etc. Direct and indirect observations, redelivery
Teachers will implement best practice and utilize Georgia Key Standards to improve achievement in Math, computation, and estimation, Geometry, problem solving.	Aug 2010	NA	Principal, Curriculum Coordinator	
Teachers will effectively implement Georgia Performance Standards Model Strategies in all Math classrooms	Aug 2010	NA	Principal, Curriculum Coordinator	
Students will participate in Math instruction using the CCC/Success maker program to reinforce basic Math skills	Sept 2010	None	Teachers of Math	Direct and indirect observation by curriculum and administrators; review of teacher lesson plans
Teachers will implement smart math software	Sept 2010	\$300	Teachers of Math	Focus Walks, Observation, and Portfolios



# School Improvement Plan-Midway Middle School

## Action Plan for Reading

Data Analysis indicates that the greatest area of need is: Literary Comprehension and Information and Media Literacy

Measurable Student Goals: Student Performance on the spring 2007 ELA CRCT

6<sup>th</sup> Grade will increase from 88 % meets and exceeds in 2010 to 90% meets and exceeds in 2011 to 93% meets and exceeds in 2012 to 95% meets and exceeds in 2013.

7<sup>th</sup> Grade will increase from 89% meets and exceeds in 2010 to 92% meets and exceeds in 2011 to 95% meets and exceeds in 2012 to 98% meets and exceeds in 2013.

8<sup>th</sup> Grade will increase from 95% meets and exceeds in 2010 to 97% meets and exceeds in 2011 to 99% meets and exceeds in 2012 to 100% meets and exceeds in 2013.

Annual, Measurable Objective(s): 6<sup>th</sup>-8<sup>th</sup> grade students will improve achievement in reading as measured on the Georgia CRCT from 91.6%

meeting or exceeding the standard in 2008 to 94% meeting/exceeding the standard in 2009 with a minimum of 95% participation each year for all subgroups.

*Content Domains:*

*Subgroup:*

Reading for vocabulary improvement, meaning and critical analysis.

ALL GROUPS

Locating and recalling information

Factors affecting Student Achievement to address (based upon analysis of What Works in School Survey and other data):

Actions/Strategies/Interventions	Timeline	Professional Development Resources/Estimated Costs	Person(s) Responsible	Means of Evaluation
All teachers will use a "word wall" to emphasize the <b>vocabulary</b> unique to each instructional unit. Teachers will refer to the wall throughout the instructional unit, reemphasizing spelling and meaning and will use the accumulated words for spelling tests, quizzes and drills throughout the unit.	Ongoing from December of 2010	Example of word wall and explanation of its use provided during preplanning. Cost: \$0	Curriculum Coordinator, Principal	Direct and indirect observation by curriculum coordinator and administrators; review of teacher lesson plans.
All teachers will frequent non-fiction selections found in core reading or literature program, content area text, leveled readers, or other resources.	Sept 2010	\$1000.00 cost of subscription to Scope	All teachers, including teachers of students with disabilities.	Direct and indirect observation by curriculum coordinator and administrator; review of teacher lesson plans.
All language arts teachers will provide instruction in the areas of <b>vocabulary improvement, reading for meaning and critical analysis</b> . Utilizing teacher-developed pretests specifically targeting these content domains, teachers will <u>organize students into groups for instruction based on their understanding</u> of the results of the testing.	Ongoing from December of 2010	May 2004- Teachers participate in professional learning on analysis of assessment data and the use of such analysis for improving instruction.	Language Arts Teachers	Direct and indirect observation by curriculum coordinator and administrators; review of teacher lesson plans.
Faculty and staff will utilize the AR Accelerated Reader Program with school wide incentives at all grade levels	Sept. 2010	None	Media Specialist	AR Reports
Teachers and support staff will utilize Professional Learning Communities to evaluate student work and analyze and develop academic assessment in LA	Sept 2010	NA	Curriculum, Principal	Observation, Sign-in Sheets
To increase student achievement, school leaders and staff members may participate in RESA, GaDOE, and GLRS content-related, job specific, and /or leadership development sessions as appropriate for school improvement	August 2010	Title I, Staff Development	Principal	Travel Log, Agenda, RE-delivery
Teachers will implement best practice and utilize Georgia Key Standards to improve achievement in Reading.	Aug 2010	NA	Principal, Curriculum Coordinator	
Teachers will effectively implement Georgia Performance Standards Model Strategies in all Reading classrooms	Aug 2010	NA	Principal, Curriculum Coordinator	



# School Improvement Plan-Midway Middle School

## Action Plan for Science

Data Analysis indicates that the greatest area of need is: ALL

Measurable Student Goals: Student Performance on the Spring 2007 ELA CRCT

6<sup>th</sup> Grade will increase from 64% meets and exceeds in 2010 to 67% meets and exceeds in 2011 to 70% meets and exceeds in 2012 to 73%. Meets and exceeds in 2013.

7<sup>th</sup> Grade will increase from 71% meets and exceeds in 2010 to 79% meets and exceeds in 2011 to 82% meets and exceeds in 2012 to 85% meets and exceeds in 2013.

8<sup>th</sup> Grade will increase from 62% meets and exceeds in 2010 to 65% meets and exceeds in 2011 to 67% meets and exceeds in 2012 to 70% meets and exceeds in 2013.

Annual, Measurable Objective(s): Students will improve achievement in Science as measured on the Georgia CRCT from 70% meeting or exceeding the standard in 2008 to 73% meeting or exceeding the standard in 2009 with a minimum of 95% participation for all subgroups.

*Content Domains:*

*Subgroup:*

ALL SCIENCE DOMAINS

ALL GROUPS

<b>Actions/Strategies/Interventions</b>	<b>Timeline</b>	<b>Professional Development Resources/Est. Costs</b>	<b>Person(s) Responsible</b>	<b>Means of Evaluation</b>
Teachers will analyze previous data from standardized test (CRCT) to identify areas of weakness/strength, plan instruction and differentiation.	August 2010	NONE	Science Teachers, Administrators, Better Seeking Team	
Teachers will effectively implement the standards based curriculum-GPS	August 2010	NONE	Curriculum Coordinator Curriculum Specialists	Observation
Teachers will utilize Word Walls in each Science classroom to link vocabulary to content	August 2010	NONE	Curriculum Coordinator Administrators	Observation
Teachers will utilize Pre/Post Tests quarterly to measure academic gain and plan instruction/DI	August 2010	NONE	Teachers, Curriculum Coordinators	Test Results
Teachers will implement and utilize resources and strategies acquired through Georgia ETTC Grant	August 2010	NA	INTEL Trainers	Observation
	August 2010			
Teachers and support staff will utilize Professional Learning Communities to evaluate student work and analyze and develop academic assessment in Science	August 2010	NA	Curriculum, Principal	Observation, Sign-in sheets
To increase student achievement, school leaders and staff members may participate in RESA, GaDOE, and GLRS content-related, job specific, and /or leadership development sessions as appropriate for school improvement	August 2010	Title I	Administrator	Administrator observations, Agenda, Travel Log, etc.
Teachers will implement best practice and utilize Georgia Key Standards to improve achievement in Science	August 2010	NA	Principal, Curriculum Coordinator	Observation
Teachers will effectively implement Georgia Performance Standards Model Strategies in all Science classrooms	August 2010	NA	Principal, Curriculum Coordinator	Observation
Students will be taught using the integrations of technology to encourage real world problem solving and development of higher level thinking skills	August 2010	NA	Principal, Technology Dept, ETTC	Observation



# School Improvement Plan-Midway Middle School

## Action Plan for Social Studies

6<sup>th</sup>-8<sup>th</sup>:Data Analysis indicates that the greatest area of need: Geography, History, Economics, Civics, and Core skills.

Measurable Student Goals: Student Performance on the Spring 2007 ELA CRCT

6<sup>th</sup> Grade will increase from 59% meets and exceeds in 2010 to 61% meets and exceeds in 2011; 64 % meets and exceeds in 2012; meets and exceeds in 2013.

7<sup>th</sup> Grade will increase from 57% meets and exceeds in 2010 to 60% meets and exceeds in 2011 to 63% meets and exceeds in 2012 to 65% meets and exceeds in 2013.

8<sup>th</sup> Grade will increase from 64% meets and exceeds in 2010 to 67% meets and exceeds in 2011 69% meets and exceeds in 2012 TO 71% meets and exceeds in 2013.

Annual, Measurable Objective(s): Students will improve achievement in Social Studies as measured on the Georgia CRCT from 80% meeting or exceeding the standard with a minimum of 95% participation for all subgroups.

*Content Domains:*

*Subgroup:*

ALL SOCIAL STUDIES DOMAINS

ALL GROUPS

<b>Actions/Strategies/Interventions</b>	<b>Timeline</b>	<b>Professional Development Resources/Est. Costs</b>	<b>Person(s) Responsible</b>	<b>Means of Evaluation</b>
Teachers will analyze previous data from standardized test (CRCT) to identify areas of weakness/strength/plan instruction & DI	August 2010	None	Social Studies Teachers, Administrators, Better Seeking Team	
To increase student achievement, school leaders and staff members may participate in RESA, GaDOE, and GLRS content-related, job specific, and /or leadership development sessions as appropriate for school improvement	August 2010	Staff Development Funds	Social Studies Teachers, Graduation Coach	Agenda, Travel Log, Observation
Teachers will utilize CRCT Practice Test to measure academic gain/plan instruction & DI	August 2010	GPS-CRCT Coach Books \$1300 Title I	Teachers, Curriculum Coordinator, Administrators	Multiple Choice Practice Test Results
Teachers will effectively implement the standards based curriculum	August 2010	GPS Training	Curriculum Coordinator Curriculum Specialists	Observation
Teachers will utilize Word Walls in each Social Studies classroom to link vocabulary to content	August 2010	None	Curriculum Coordinator, Administrators	Observation
Teachers will implement best practice and utilize Georgia Key Standards to improve achievement in Social Studies	August 2010	NA	Principal, Curriculum Coordinator	
Teachers will effectively implement Georgia Performance Standards Model Strategies in all Social Studies classrooms	August 2010	NA	Principal, Curriculum Coordinator	



# School Improvement Plan-Midway Middle School

## Action Plan for Improving Student Achievement

Annual, Measurable Objective(s): To provide the parents/guardians of students at Midway Middle School with timely communication as it may relate to student performance and information to assist the parent with helping the student perform in school.

Specific Academic Areas within Content (domains) and Subgroups (Special Education, LEP, etc) to address (based on analysis of AYP Report, School Student Performance Data, and other relevant data over the last three years):

*Content Domains:*

*Subgroup:*

All domains within the Reading, Language Arts, Math & Writing Content Areas

ALL GROUPS

Factors affecting Student Achievement to address (based upon analysis of What Works in School Survey and other data):

NA

Actions/Strategies/Interventions	Timeline	Professional Development Resources/Estimated Costs	Person(s) Responsible	Means of Evaluation
Teachers will implement Differentiated Instruction to improve/enhance the reading abilities of all students and specifically with the students with disabilities subgroup. Interventions include: <ul style="list-style-type: none"> <li>• Flexible groupings activities and simulation games.</li> <li>• Tiered assignments and engaging activities (DI). Teacher will facilitate student self assessment of their performance using a variety of methods (i.e. student agendas, reading logs, etc.).</li> </ul> Prioritize curriculum and initial training for all content areas Teachers in Georgia Performance Standards	Prioritize curriculum and initial training for Social Studies Teachers in Georgia Performance Standards	NONE Follow-up training RESA	Teachers, CC, Administrators Teachers, CC, Administrator	CRCT and ITBS results Implementation checklist provided by the DI trainer. <ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Observations</li> <li>• Student work</li> </ul> Implementation checklist provided by RESA Lesson plans Observations
New Teachers will implement best practices for providing instruction in the classroom –based on specialty content areas	ongoing	Title I	Administration	GTOI, Informal Observations, Spot Checks
Classroom Teachers will implement with strategies that promote student success for students who are at-risk for failure	ongoing	PLC \$500.00	Administrators, Curriculum, AP, Graduation Coach	SASI Failure Reports, Evaluations, checklist
After school programs will be available for struggling students with an instructional focus on reading and math	on going	Extended day Funds	Title I Coordinator, Principal, Curr. Coord	Improvement of math and language arts achievement as indicated by progress toward meeting the target on CRCT
Coordinate/ Integration of federal, state and local services	on going	\$200 materials for meetings, Red Ribbon Week, Tobacco Free Program, General Funds	Principal, Guidance	Reports, Assembly Evaluations
Administrator will participate in Professional Development opportunities to equip teachers with an understanding of Georgia Key Standards to guide instructional decisions	on going	NA	Principal, Curriculum Coordinator	
Students will be taught using the integrations of technology to encourage real world problem solving and development of higher level thinking skills	on going	NA	Principal, Technology	
Teachers will be provided with access to current and appropriate technology equipment.	on going	NA	Principal, Curriculum Coordinator	
The staff will coordinate transitional activities with feeder schools for all incoming 6 <sup>th</sup> graders and outgoing 8 <sup>th</sup> grader students.	on going	NA	Principal, Curriculum Coordinator	

# School Improvement Plan-Midway Middle School

(MUSIC, P.E., ART, TECHNOLOGY, COMPUTERS, FACS)

Annual, Measurable Objective (s): To provide hands-on experiences for the students at Midway Middle School with timely communication as it may relate to student performance and information to assist the parent with helping the student perform in school.

Specific Academic Areas: Band, Music Appreciation & Chorus, Visual Art, Health & Physical Education, Keyboarding & Business, Technology and Family and Consumer Science

Action/Strategies/Interventions	Timeline	Professional Development Resources/Estimated Cost	Person(s) Responsible	Means of Evaluation
The teacher will implement a functioning marching, Concert and pep band	August 2010- Ongoing	Professional Development/ Supplies \$500.00.	Band Director	Performances from the Pep band, marching band,/ concert band
The teacher will implement a music program to instill a desire to appreciate music.	August 2010 Ongoing	Professional Development/ Supplies \$200.00	Music Appreciation Instructor	Performances from the Choruses
The teacher will utilize resources that expose students to the many facets of Art	August 2010- Ongoing	Professional Development/Supplies \$ 1250 , Art Conference	Art Instructor	Art exhibits and displays
The teacher will implement and utilize the Georgia Standards to ensure that students are taught the importance of Physical Education	August 2010- Ongoing	Professional Development/supplies \$200.00	P.E. Instructors	Presidential Physical Fitness.
The teacher will utilize resources that expose students to the ever growing world of Engineering and Technology	August 2010- ongoing	Professional Development \$500 EET Conferences	Technology Education Instructor	Projects and reports from students.
The teacher will implement and utilize resources that expose students to the many facts of Family and Consumer Science	August 2010- ongoing	Professional Development supplies \$1500	FAC Teacher	
The teacher will implement and utilize the Georgia Standards to ensure that students are taught the importance of Business Economics	August 2010	Professional Development Supplies \$1000	Business Teacher	



# School Improvement Plan-Midway Middle School

## Action Plan for Parent Involvement

Annual, Measurable Objective(s): To provide the parents/guardians of students at Midway Middle School with timely communication as it may relate to student performance and information to assist the parent with helping the student perform in school.

Specific Academic Areas within Content (domains) and Subgroups (Special Education, LEP, etc) to address (based on analysis of AYP Report, School Student Performance Data, and other relevant data over the last three years):

*Content Domains:*

All domains within the Reading, Language Arts, Math & Writing Content Areas

*Subgroup:*

ALL GROUPS

Factors affecting Student Achievement to address (based upon analysis of What Works in Schools Survey and other data):

NA

<b>Actions/Strategies/Interventions</b>	<b>Timeline</b>	<b>Professional Development Resources/Estimated Costs</b>	<b>Person(s) Responsible</b>	<b>Means of Evaluation</b>
Parental Involvement Coordinator/Facilitator will provide individual contacts with parents to offer suggestions, strategies and ideas to assist the student who did not meet the reading, language arts, math and writing standards on the most recent CRCT/MGWA administration.	Spring of each school year following results of MGWA and Fall of each school year following results of prior spring CRCT.	\$65,000 for Parent Outreach Teacher salary from Title I budget.	Parent Outreach Teacher.	Notes from individual contact sheet documenting calls, conferences.
Parental Involvement Coordinator/Facilitator will provide monthly newsletter with suggestions for parents to use in assisting the child in improving his or her overall performance in the content areas (math, language arts, writing) and on ways to do better on standardized tests.	Monthly during the school year. (August-May)	\$500.00 per year from Title I budget for newsletter supplies and postage.	Parent Outreach Teacher	Copies of newsletter; receipts for postage from mass mailings.
Parental Involvement Coordinator/Facilitator will provide parents with information about and access to the parent resource center at the school and other resources available to assist the student within the school district and community.	Ongoing via newsletters, telephone contacts, flyers, parent-teacher conferences, etc. throughout the school year.	\$1,000 per year from Title I to replenish center supplies and purchase additional materials as the need arises.	Parent Outreach Teacher	Inventory of materials used in center; parent sign-in sheets; copies of flyers, notes from conferences, etc.
Parental Involvement Coordinator/Facilitator will provide greater opportunity to learn by extending and maximizing time for learning/Computer Lab on Saturdays.	Oct. 2010	None  Title I, Title II	Parent Outreach Teacher	Attendance logs
Parental Involvement Coordinator/Facilitator will provide parents with monthly mini-workshops- To teach test-taking strategies, drill practice, etc	Sept. 2010	None	Parent Outreach Teacher	Daily sign-in sheets
Parental Involvement Coordinator/Facilitator will plan activities with our support brigade sponsor 3/7 <sup>th</sup> CAV	Sept 2010	NONE	Parent Resource Teacher	Sign-in sheets



## School Improvement Plan-Midway Middle School

### Action Plan for Professional Learning Community “Whatever it Takes”

*Content Domains:*

*Subgroup:*

<b>Actions/Strategies/Interventions</b>	<b>Timeline</b>	<b>Professional Development Resources/Estimated Costs</b>	<b>Person(s) Responsible</b>	<b>Means of Evaluation</b>
Administration will implement Save one Student Program - SOS each teacher will select one student from the team to mentor.	Second Semester –End of Year	\$0.00	Asst. Principal	Notes from individual contact sheet documenting calls, conferences.
Provide monthly newsletter with suggestions for parents to use in assisting the child in improving his or her overall performance in the content areas (math, language arts, writing) and on ways to do better on standardized tests. Team NEWS to go home with Report Cards	Monthly during the school year. (August-May)	\$500 per year from Title I budget for newsletter supplies and postage.	Parent Involvement Facilitator	Copies of newsletter; receipts for postage from mass mailings.
Provide parents with a pamphlet that contains information about the parent resource center. Provide information about resources available to assist the student within the school district and community. (Mail-out)	Ongoing via newsletters, telephone contacts, flyers, parent-teacher conferences, etc. throughout the school year.	\$500 per year from Title I to replenish center supplies and purchase additional materials as the need arises.	Parent Involvement Facilitator	Inventory of materials used in center; parent sign-in sheets; copies of flyers, notes from conferences, etc.
Administration will implement Weekly Feedback sheets- Each Team leader is responsible for turning in team meeting notes- Due by 3:30 on Friday Afternoon,	Nov. 2010	None	Principal	Attendance logs
Provide parents with monthly mini-workshops- To teach parenting skills, test-taking strategies, drill practice, etc	Nov. 10	\$200.00 refreshments for the monthly meetings	Parent Involvement Facilitator	Daily sign-in sheets
Student Recognition – Guidance Dept will highlight one Student of the Month	Nov. 10	\$100 General Funds	Guidance Counselor	
Staff Recognition- Principal will highlight one teacher of the Month	Nov. 2010	\$ 150	Principal	



# School Improvement Plan-Midway Middle School

## Action Plan for Graduation Coach

The Middle School Graduation Coach will develop strategies to reduce the drop out rate.  
 The Middle School Graduation Coach will implement strategies to reduce the drop out rate.  
 2006-2007 we will work towards increasing the graduation rate from 72.3% to 75% in Georgia.

<b>Actions/Strategies/Interventions</b>	<b>Timeline</b>	<b>Professional Development Resources/Estimated Costs</b>	<b>Person(s) Responsible</b>	<b>Means of Evaluation</b>
The Middle School Graduation Coach will work in collaboration with administration, faculty and staff to provide interventions to the at-risk population.	Aug -10	NONE	Graduation Coach Administration	Observation Documentation log
The Middle School Graduation Coach will work internally and externally with the community and other organizations to provide assistance to students and parents to ensure that all students are successful.	Aug 10	NONE	Graduation Coach Administration	Observation Documentation log
The Graduation Coach will utilize resources to identify the population of students more likely to quit school and help devise alternative plans for helping them graduate	Aug 10	NONE	Graduation Coach Administration	Observation Documentation log
The Graduation Coach will implement incentives for at-risk students to ensure that they are attending school on a regular basis	Aug 10	250.00	Graduation Coach Administration	Observation Documentation log
The Graduation Coach will implement workshops and parent sessions for at-risk students.	Aug 10	NONE	Graduation Coach Administration	Observation Documentation log
The Graduation Coach will schedule and attend field trips with at-risk students to expose them to the world of work, technical/vocational programs and colleges' campuses to instill a desire to obtain higher education.	Aug 10	1000.00  Title I Funding	Graduation Coach Administration	Observation Documentation log
The graduation coach will work collaboratively with the alternative school to provide interventions to the at-risk population.	Aug 10	None	Graduation Coach Guidance Counselors	Observation Log



# School Improvement Plan-Midway Middle School

## Plan for Improving Student Achievement through *Leadership Administration*

Action/Strategies/Interventions	Timeline	Professional Development Resources/Estimated Cost	Person(s) Responsible	Means of Evaluation
The principal and leadership team will encompass all factor levels of the school – teacher, school, and student; by creating a climate conducive to learning, ensuring the curriculum is organized, and all students are provided with the opportunity to learn at All levels. (SAI & GSS Surveys)	August 2010- Ongoing	<b>Off-Campus PL:</b> * Failure Is Not an Option Institute (5 participants) * RtI Committee Trg		Formal & Informal Observations ~ Site-based course implementation checklists ~ Faculty Meetings ~ PLC Minutes ~ BST Meeting Minutes ~ Test Talks & Incentives ~ Testing Attendance Prizes ~ School Data Wall ~ Focus Walks
The curriculum coordinator and principal will utilize student data to determine appropriate professional learning and to set objectives for site-based courses.	Ongoing	None	Principal Curriculum Coordinator	Observation Minutes
New teachers will work under the guidance of a site-based mentoring program to implement best practices and facilitate improved student performance. (GSS Survey)	Ongoing	* GLISI * GTEP (New Hires)	Principal Curriculum Coordinator	Observation Minutes
Teacher incentives will be provided to all staff members to show appreciation for their dedication throughout the school year.	Ongoing	<b>Materials:</b> * Attendance Incentives, * Lunches, * Breakfasts, * Gift Bags, * Staff Appreciation Week, * Beginning of Year Gift	Principal Curriculum Coordinator	Observation Minutes
The leadership team will implement best practices in school improvement and instructional leadership by using the results from informal checklists. (SAI Survey)	Ongoing	None	Principal Curriculum Coordinator	Observation Minutes



# School Improvement Plan-Midway Middle School

## Technology Plan for Improving Student Achievement

Opportunities for students and staff members to use technology to enhance learning and to improve school efficiency will increase yearly.

Action/Strategies/Interventions	Timeline	Professional Development Resources/Estimated Cost	Person(s) Responsible	Means of Evaluation
The teachers will use the available hardware and software resources to support instruction, including use of digital slate	August 2010	None Training By LCSS ITS	Administrators ITS	Lesson Plans, Web Page, Observations
Students will utilize instructional software and web-based computer activities as directed by teachers to reinforce academic skills.	August 2010	None	Teachers	Web-based score sheets, CRCT/ITBS scores Teacher Made Test, Quizzes, Oral Discussion, Pre & Post Test, and Diagnostics
Certified staff members will implement Best practice for technology integration	August 2010	Title I GAETC Training will be replicated	Curriculum Coordinator	Redelivery, Agendas
Teacher leaders will be utilized as part of the “Better Seeking Team” to research and incorporate best assessment practices in daily teaching and learning.	August 2010	None	Leadership Team	Meeting Minutes, Participation Log
Teachers will participate in RTI training to implement interventions to benefit struggling students	August 2010	None	Dr. Grant	RtI pyramid, CRCT/ITBS scores Teacher made test, Quizzes, Oral Discussion, Pre & Post Test, and Diagnostics
A trainer will present strategies on working with our diverse student population to improve student achievement	August 2010	\$500 from professional learning allotment		Data analysis results identify needs of all students’ analysis of subgroup data. CRCT/ITBS scores Teacher Made Test, Quizzes, Oral Discussion, Pre & Post Test, and Diagnostics Classroom Discipline referrals
The teachers will complete the SAI yearly.	August 2010	None	Sandy Jones	Data analysis will identify a focus for improvement and appropriate interventions. Standards Assessment Inventory
The teacher will give students the opportunity to participate in the Media Festival by providing instruction on preparing and presenting a Power Point slide show in compliance with a GPS standards-based assessment.	August 2010	None	Computer Teacher	Projects, Media Fest Awards
A Media/Technology committee will meet at least 3 times per year and includes representatives from all grade levels and departments to review and develop media purchases.	August 2010	None	Media Specialist	Meeting Minutes, Participation Log
The BST will review professional development outcomes in technology to determine additional professional learning needs.	August 2010	None	BST Administrators	Meeting Minutes snapshot evaluation summary, Participation Log
The BST will examine the implementation of technology skills presented in professional learning to determine effectiveness, coaching needs, and next steps.	August 2010	None	BST	Meeting Minutes and Logs, Survey and evaluation forms

## **Title I Education Program Components**

### ***1. Academic Needs Assessment***

The faculty at MMS actively participates in the decision making process regarding academics and the development of assessments. Content /Subject area teachers meet monthly to discuss areas of strengths and weaknesses. The leadership team meets monthly to discuss areas of concerns and to develop strategies to improve overall. Grade levels, teams, and subject area teachers collaborate on a monthly basis to discuss academic concerns, behavioral interventions and to develop school wide initiatives. The School Wide test data, along with benchmark assessments are analyzed to determine staff development opportunities in addition, to administering the SAI Standards Assessment Inventory. All staff members are afforded the opportunity to participate in the SAI. The curriculum coordinator coordinates the inventory by using a checklist to ensure that all stakeholders participate.

The identified needs are ranked and shared with the leadership team and with all content areas in departmental meetings. The Five areas of concern are then presented for improvement in our comprehensive school improvement plan. All Teachers participated in the standards assessment inventory. This survey revealed the following as being the four with the highest weights for consideration in planning for staff development. (June 2010).

**Learning Communities** -Staff development that improves the learning of all students, organizes adults into learning communities whose goals are aligned with those of the school and district.

**Data Driven** -Staff development that improves the learning of all students, uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.

**Evaluation**-Staff development that improves the learning of all students, uses multiple sources of information to guide improvement, and demonstrate its impact.

**Learning**-Staff development that improves the learning of all students applies knowledge about human learning and change.

In addition we have implemented a county wide balanced score card to show county wide data with performance objectors and performance measures. A site based balanced score card has been implemented to provide strategies and interventions to target areas of weaknesses and highlight strengths. The data from the balanced score card is shared with all stake holders. SAI targeted areas are embedded into strategies and action steps. The subject area department leaders along with the leadership team conduct surveys, and professional learning communities to evaluate student work. The evidence from these sessions guides instruction at Midway Middle School.

Benchmark assessments are administered to guide instruction at Midway Middle School. Benchmarks are developed by our central office curriculum department . These assessments are administered during a scheduled block. The data gathered by the curriculum coordinator and the core area teacher serves as a guide in determining mastery of standards. Student who fail to master set standards are identified and offered remediation. Remediation is afforded during the instructional, after school and in Saturday sessions. Benchmarks are used to guide instruction. Teachers collaborate in departmental meetings to develop effective strategies to re-teach content. Response to Intervention (RtI) has been implemented to ensure the success of all students. Students classroom performance, probing data and standardized testing data are all considered before a student is place in RtI. In our monthly team meetings students who are experiencing academic difficulties are identified . Administrators, guidance counselors and the graduation coach collaborate to implement strategies to assist the students in tier I.I. Tier II interventions are implemented along with progress monitoring until the next scheduled meeting. Interventions continue until the student begins to experience success or until the Student Support Team level is necessary. The SST coordinator meets with individual teams to continue to follow the student to the next level with interventions or referral for testing.

## ***2. Effective Methods and Instructional Strategies***

At Midway Middle School research-based strategies for instruction are used. The professional learning activities for the school target areas that are centered on these strategies designed to improve instruction as noted in our Comprehensive School Improvement plans. The faculty and staff have participated in several learning communities research based book talks to include *What Works in Schools: Robert Marzano*, *Classroom Instruction That Works: Assessing & Grading in a Differentiated Classroom*; and *6+1 Traits of Writing*. In addition, professional development training has been offered by our site based curriculum coordinators and First District RESA. *The training in the content areas of math and language arts met all state requirements for being researched based.* Midway Middle excels because of the best practices conducted by teachers daily and the Response to Intervention set for student support in all academic areas as well as behavior. Sub-groups not meeting the standards are afforded opportunities during the instructional day, after school, and on Saturdays to remediate skills. All teachers are GPS trained and equipped with differentiated instructional strategies.

Through professional learning communities and Better Seeking Team meetings, teachers and administrators collaborate to develop systematic methods of support for targeted areas of weakness based on research and Marzano publications. Improvement actions/strategies include common assessments for Georgia Performance Standards, differentiated instruction, remediation and acceleration time for math and a Saturday Math Program. Teachers effectively implement *differentiated instruction* strategies for all learners (struggling & gifted) through the development of lessons in the standards-based classroom.

***3. Recruitment/Retention of Highly Qualified Teacher*** All sources of recruitment are used to find high-quality, highly qualified teachers/staff to meet the academic needs of MMS. Teachers have been recruited from around the state and at our local job fairs. Once employed, teachers are provided ongoing support from the school district as well as our school. Mentor or Peer teachers are assigned to help monitor teacher progress and lend additional assistance. School support is continued throughout the year by the administration and support staff from the district and school. Ongoing professional development is offered to help continue the high level of expected education for all teachers with an emphasis on all teachers becoming Highly Qualified Instructors if they are not when hired. At MMS our goal is to have a full staff of highly qualified teachers. Currently all of our teachers are highly qualified.

## ***4. Professional Development***

Professional development centered on researched based best practices is provided to all staff members – teachers, administrators, paraprofessionals, support personnel, and parents. The Staff Development Committee which includes: the principal, dept chairpersons, and the curriculum coordinator identify professional development opportunities that would enable the school to meet the measurable goals set within the school improvement plan. Through school and county opportunities certified and non-certified staff members are given the chance to participate in professional development courses. Many teachers attend off-campus workshops and conferences relating to overall school weakness. These teachers return and redeliver the material to others throughout the school. No Longer required, but recommended that all certified staff members obtain at least two complete Professional Learning Units each school year. This is obtained through site-based workshops of 20 hours or more. The site based topics have included: differentiated instruction, technology, increasing overall academic achievement, etc. Parents are provided workshops during the Parental Involvement Nights and by the Parent Involvement Facilitator and grade level teachers. A CRCT night is provided to inform parents about the test and give them test taking tips. A yearly math and science night showcases the use of labs and the equipment utilized daily. Students are able to demonstrate to parents.

### ***5. Strategies to Increase Parental Involvement***

Midway Middle has taken many steps to involve parents throughout the school. An open-door policy encourages parents to visit the school; it makes them feel welcome and encourages communication. The School Council meets once a quarter to discuss current school issues. The council consists of the principal, four parents/ community members, and two teachers. The Parental Involvement Facilitator provides guidance and materials to parents of children who are of low-socioeconomic status and at-risk academically. A parent resource center is also maintained, providing academic materials for check-out. Parents are also welcome to visit the media center to check out books and materials. Communication between the home and school is important. Newsletters are sent home monthly, *Middle School Parents and Helping Children Learn*. These offer tips to parents in both academics and parenting. At the beginning of the school year a Parent Information Pamphlet is sent home with event dates for the year. The school provides parents access to our website which contains school and other academic information: [www.liberty.k12.ga.us/mms](http://www.liberty.k12.ga.us/mms). Each teacher also maintains a website for their classroom with important information about happenings and homework. See Parental Involvement Activities page 19.

### ***6. Transition Plan for rising 6<sup>th</sup> Grade Students***

#### **Our Transition program includes:**

- Speaking to the students at the feeder schools in September to begin preparing students for Middle School
- Attend Parent nights of Feeder schools to begin to prepare them for Middle School
- Prospective incoming students send questions to current 6<sup>th</sup> and 7<sup>th</sup> graders (we have the post students starting in 7<sup>th</sup> grade).
- We have a shadow program where incoming student follow a 6<sup>th</sup> or 7<sup>th</sup> grader for the day, then they bring the information back to their classmates.
- Representatives from the current 6<sup>th</sup> and 7<sup>th</sup> grades go to the elementary schools to answer questions about middle school.
- A parent orientation night is offered at the end of the school year for those students who will be entering middle school the following year.
- All feeder schools are invited to tour the middle school. The entire elementary class comes to visit the middle school and we have speakers from various programs to answer questions. We showcase teams, clubs, and other activities.

#### **Transition Plan for rising 9<sup>th</sup> Grade Students**

- In preparation for transition to High School, our students participate in a career awareness week.
- Students meet with High School Guidance Counselors
- High School visitation days are scheduled.
- High School students visit and speak to each homeroom class, providing high school life information from a students' perspective
- The Counselors visit each homeroom class to discuss scheduling options. The Middle School Counselor meets with students to discuss individual schedule concerns and activities at the High School Level.
- High School Parent Night- parents are allowed to visit and tour the facility, while the High School staff provides an overview to answer any questions.

### **7. Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program**

The Academic Instructional teams meet monthly to review reading, math, ELA, Science and Social Science content standards. In addition, they review informal assessments to determine strengths and weaknesses. During professional learning communities teachers develop common assessments and discuss them for mastery levels of performance.

## **8) Academic Assistance ~ Federal, State, and Local Services & Programs**

Programs such as RTI (Response to Intervention), Gifted, Remedial Assistance Programs, Success Maker, and Transition Math, are offered through supplemental services supported by the State and District. State and county guidelines/checklists are used to determine eligibility. Timely and effective activities are provided to students who experience difficulty mastering the proficient or advanced level of academic standards. Such practices include: cooperative learning, differentiated instruction, common assessments, benchmark testing, progress monitoring, and learning style inventories. Additional remediation time is built into our daily schedule providing teachers' time to work with students who require extra assistance.

Teachers provide additional remediation during the students' connection period in mathematics. Data is continuously analyzed through informal and formal assessments to differentiate instruction as needed. The administrators conduct timely focus walks to ensure that teachers are utilizing the data wall, discussing content area standards, analyzing student work and utilizing classroom data to guide instruction. Our stakeholders participate in professional learning communities to stay abreast of researched based materials. Teachers participate in site based professional learning opportunities. In addition, we have collaborated with First District RESA to assist with implementing professional practices.

Our Saturday Academy program is made possible through federal Title I funds. The summer CRCT retesting session is also provided through the use of Title I funds for students who need extra support to pass the CRCT assessment. Federal Title I funds are also allocated to purchase materials for classrooms and technology equipment to enhance instruction. Title II funds are used to provide professional learning to staff members in the targeted areas of need addressed in our School Improvement Plan. Opportunities are available during the instructional day, after school and in a Saturday session for additional remediation. All teachers were trained by First District RESA to differentiate instruction. Teachers are trained to develop lessons to meet individual needs while covering the state standards. Students who are identified by using the program Test Trax and CRCT data are afforded remedial opportunities, pull out math remediation, extended math, and transitional math.

## 9. Activities for Mastering Standards

Midway Middle School's certified staff participates in monthly professional learning activities/communities to collaborate with peers and discuss goals. Professional Learning Opportunities are presented to each content specific area. Many Professional Learning Opportunities are available to include book studies:

1. Whatever it Takes: How Professional Learning Communities Respond When Kids Don't Learn (by DuFour, Eaker, and Karhanek)
2. Understanding by Design (by Grant, Wiggins, and Jay McTigle)
3. Guide to Implementing RTI: Academic and Behavioral Intervention, K-12 (by Marlyn Appelbaum)

After reviewing the data from standardized testing our school focus has been mathematics as outlined in our School Improvement Plan. Measures are put in place to ensure that activities are aligned to help students master the content. Initiatives are being used to ensure that teachers are teaching standards based math lessons using the state framework. Teachers have worked with FDRESA to develop lessons that meet the needs of all students by differentiating instruction. Our Special Education subgroup did not meet expectation on the CRCT. To aid and monitor progress of special need students they are afforded an opportunity to participate in hands on transitional math. Classroom observations are conducted to ensure that standards based instruction is being delivered and opportunities for re-teaching are provided. Benchmark assessments are carefully analyzed in grade level meetings. The curriculum coordinator assists with disaggregating the data and providing resources to help teachers re deliver instruction at different levels. Teachers were trained in effective methods to progress monitor all students. Technology is an integral part of each classroom. The entire staff utilizes technology. Four Science teachers were a part of our Technology Grant. Technology is used in daily lessons by teachers and students through equipment and software. Teachers design units and performance tasks based on Georgia Performance Standards, and utilize technology to increase student achievement. Teachers will continue to receive new training with GPS for Standards Based classroom practices, common assessment portfolio, and teacher commentary, Georgia Keys, differentiated instruction, and learning styles.

Our Paraprofessionals continue their education by taking on line units and assessment through the Para educator site. Certified staff utilizes School Improvement Network PD360. Parent Conferences are scheduled on as needed basis for students experiencing academic difficulties. Teachers request parent conferences utilizing the Parent Coordinator, The PIC contact parents utilizing the automated phone system, parent letters and individual contact. Parent conference evenings are scheduled on our district calendar. In addition, parent letters are sent home following promotion in doubt conferences, guidance academic probation conferences and for any student failing a course for a semester period. Individual teacher conference letters are sent by the classroom teachers. Parent Conferences are scheduled at the convenience of the parent. Parent Teacher Organization nights are held monthly. Parents are afforded an opportunity to acquire academic information, curriculum information and a list of resources available in our building. Curriculum nights are scheduled throughout the academic year. We have an open door policy at Midway Middle, parents are comfortable with meeting with administration, guidance counselors or any other stakeholder who may serve as a resource. In the front of our school, we have a parent resource table that parents visit frequently to gather information. In addition, our web site is user friendly to assist parents with using the parent portal to view grades and retrieve homework assignments. The PIC is available to sit in on conferences and to recommend strategies to assist students and parents.

## **10. Student Achievement Results to Parents**

Overall county and school test data results are on the school website. In addition, it is printed in the local newspaper (Coastal Courier). A data wall is displayed in the school showcasing test results. CRCT test data is mailed out to parents once received from the district. Curriculum Coordinators are available to provide parents with an explanation of the individual data.

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

MMS teachers meet in learning communities to determine content area weaknesses in Reading, Math, Social Science, Science and ELA. After charting these weaknesses we set percentage goals for each area. This data is translated to our school improvement plan to determine benchmarks. Teachers meet in Learning Communities to discuss weaknesses; they discuss strategies and interventions to help students in need. A school wide data wall is up dated each year to display yearly test data for both the CRCT and the GA Writing Assessment. The data is also placed in our teacher workroom to serve as a visual reminder of our goals.

**12. Provisions to ensure that disaggregated assessment results for each category are valid and reliable** Test regulations and administration responsibilities are discussed in a mandatory test talk session with our curriculum coordinator. Teachers sign a rule and responsibilities form understanding all rules and regulation guidelines. Testing material is signed out daily from a secured area from the site based test coordinator. Teachers follow state protocol and the school provides proctors during the administration period to ensure the testing environment is in regulation of the rules.

## **13. Provisions for public reporting for disaggregated data**

Data is posted on the school website, presented to our school council, published in our local paper The Coastal Courier. The CRCT test results are reported in our school newsletter and during parent involvement meetings and in our school council session.

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

After the CRCT and the GA Grade 8 Writing Assessment is given and results are received the school action plan is revised. The plan is reviewed throughout the school year to chart progress of students.

**15. 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)**

In August when teachers return the school improvement plan is presented during our welcome back meeting for discussion. Plans are disseminated to all instructional leaders to discuss during professional learning. They are allowed to make revisions and additions suggestions are compiled and the plans are revised for final submission. The plan is shared with school council during the initial meeting; we discuss in detail all components of the plan. The plan is then submitted to central office for review; with approval is posted in the school, disseminated to teachers, and posted on the school website.

**16. Plan available to the LEA, parents, and the public**

MMS plans are posted on the school data wall near our Guidance office for parents to review, all faculty and staff members receive a copy. A copy is shared with the school council members. A copy of the entire plan is posted on the school website.

**17. 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**

Currently MMS does not need translation assistance if a Spanish translation would be a concern we have a fluent staff member and all other languages would be discussed to find an appropriate translator.

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

The Midway Middle School Improvement Plan is designed following the elementary and secondary act of 1965.

## **Mentoring Program**

Midway Middle School's Mentor Teacher Program is designed around the following research-based, performance indicators of effective teacher mentoring:

- Focus on components of effective teaching
- Pre-observation conferences
- Classroom observations
- observation conferences
- Providing feedback
- Analyzing evidence of teaching,
- Analyzing evidence of learning
- Examining student work
- Sharing and modeling effective instructional strategies
- Sharing and modeling effective behavioral strategies
- Modeling the use of assessment data for planning
- Role-playing difficult situations
- Valuing the new teacher's strengths, abilities, and knowledge
- Modeling an enthusiasm for teaching and learning
- Collaboration
- Professional conversations
- Debriefing sessions
- Modeling professionalism

## **Parental Involvement Activities 2010-11**

- **Doughnuts for Dad-** This is a parent involvement session in which students can invite their dad, pastor, coach, uncle, or other male role models to have doughnuts and drink with them during breakfast at school from 7:00-7:45 A.M.. This is usually done in March.
- **Muffins for Mom-** This session is a time for students to sit and enjoy muffins and a drink during breakfast time at school with mom, grandmother, aunt, or other female role model from 7:00-7:45. This is also done in March.
- **Parent Workshop-** Mini workshops are set up (mainly on Saturday's) to help parents work with students at home on needed skills to support student achievement. Some examples are study skills, organizational skills, test taking skills (CRCT Prep), and Basic Technology skills.
- **PTO Meetings-**Organized meetings combined with parents and teachers and hosted by parents to build and promote parental and community involvement within the school.
- **Math Family Fun Night-** Math teachers set up stations •with different math games and activities in which parents and students participate and earn prizes.
- **Parent Orientation (transitioning students)-** parents of and new students are given a tour, guidelines, and procedures of the school before starting school and during the school year for incoming students.
- **Parent-Teacher Conference Day-** The parents arrange to sit and conference with the teachers on their child's team. Conference afternoon is scheduled district wide during the school day from 1:15-3:30.
- **Make-up Work Sessions** – This is an opportunity for students to make up missing assignments and bring up failing grades. These sessions are usually on Saturday Mornings from 8:00-12 Noon. This will be done for each grading period before report cards are issued.
- **Midway Middle Honor Roll Breakfast-** This breakfast honors all students receiving grades of 80% or higher.
- **Veteran's Day Breakfast** -breakfast to honor active duty military soldiers and Veterans.
- **Athletic Banquet-**banquet for athletes or students participating in extra-curricular activities at school. This banquet is held at the end of the season in May.
- **Grandparents' Day Lunch-** grandparents are invited to have lunch with their grandchildren during school lunch hour.
- **CRCT Test Taking Saturday Sessions-** This session is to remediate students not meeting standards on the CRCT (including students with disabilities).
- **Open house (August)-** Open house takes place a day or two before the first day of school. Parents visit the school and get acquainted with their child's school and teacher. They are also provided a copy of the student's schedule.
- **Musical Performance Spring/Winter-** A combined performance program (band and chorus) takes place twice a year (December & April). This is usually an evening performance.
- **School Council-**consists of teachers, parents, and business partners who meet to discuss the school's mission. Plans, sharing of ideas, and suggestions about the general welfare of the school and students.

## **Technology Plan**

The staff of Midway Middle School envisions an environment that prepares students to successfully compete at the highest levels nationally and internationally, meeting the challenges of a rapidly changing global community. To prepare all students to meet the challenges of a complex, rapidly changing world, we must provide communication links and information access within a cooperative partnership of educators, parents, and world communities.

The explosive growth of technology assists us to meet the challenges of the information age. Not only must educators use data in designing and producing effective learning experiences, but also we must prepare students to access information they need to solve problems and make well-reasoned decisions. The availability and use of technology in our school prepares all students for the next level.

As members of a high tech society, the students at Midway Middle School need to be educated in a technology rich environment. In formulating our plan to bring more technology into the school, our teachers and staff have outlined our goals and projected the impact on teachers and teaching and on our students and the learning process.

We view technology as a multipurpose tool for the effective and efficient daily operation of the school and as a means of improving and differentiating instruction to enhance student achievement for all. With these goals and projected outcomes in mind, our plan calls for the continued dissemination of computers throughout our classrooms and for extensive support for classroom use of technology. Our vision of technology's place at MMS is that it is a tool which teachers can employ to more effectively teach and manage their classes. After receiving and matching the \$50,000 county grant for technology, MMS embarked on a rigorous training schedule for all staff which included Smart Board and laptop training, CPS, flex camera training, and software training which included Orchard, Kidspiration, Inspiration and the Microsoft components. Our teachers use the On Course Lesson Planner web site to post and share lesson plans with their grade levels. Administrators use this web site to review lesson plans weekly and as needed for formal evaluations. MMS also uses the United Streaming web site.

## **Leadership Goals**

Midway Middle continually strives to improve leadership skills. The principal has participated in the Georgia Leadership Institute for School Improvement. (GLISI) Strategies and best practices, introduced through GLISI, have been adopted from the training.

The Better Seeking team in conjunction with The School Improvement Team, established through GLISI guidelines, meets monthly. The team is composed of the principal, assistant principal, curriculum coordinator, counselor, special education representative, media specialist, a teacher from each grade level, a paraprofessional, and one parent.

### **Recruitment/Retention of Highly Qualified Teachers**

All sources of recruitment are used to find high-quality, highly qualified teachers/staff to meet the academic needs of MMS. Teachers have been recruited from around the state and at our local job fairs. Once employed, teachers are provided ongoing support from the school district as well as our school. Mentor or Peer teachers are assigned to help monitor teacher progress and lend additional assistance. School support is continued throughout the year by the administration and support staff from the district and school. Ongoing professional development is offered to help continue the high level of expected education for all teachers with an emphasis on all teachers becoming Highly Qualified Instructors if they are not when hired. At MMS our goal is to have a full staff of highly qualified teachers. Currently we have two teachers working towards a clear renewable certificate. A remediation plan was developed for each to ensure that they will become highly qualified.

**Midway Middle School**  
**2010 – 2011 SCHOOL COMPACT**

School Mission: The Mission of Midway Middle School is to provide a vigorous academics-based education in a safe learning environment, to motivate students to become life-long learners in a global and technologically advanced modern democracy.

As a Teacher, I, \_\_\_\_\_, will

- ~ believe that each student can learn;
- ~ show respect for each child and his/her family;
- ~ come to class prepared to teach;
- ~ provide an environment conducive to learning;
- ~ help each child grow to his/her fullest potential;
- ~ provide meaningful and appropriate homework activities;
- ~ enforce school and classroom rules fairly and consistently;
- ~ maintain open lines of communication with student and his/her parents;
- ~ demonstrate professional behavior and a positive attitude.

As a Student, I, \_\_\_\_\_, will

- ~ attend school regularly and on time;
- ~ promise to read daily at home and at school;
- ~ always try to do my best in my work and in my behavior;
- ~ work cooperatively with my classmates, teachers, and other school staff;
- ~ show respect for myself, my school, and other people;
- ~ take pride in myself and my school;
- ~ come to school with my homework and my supplies;
- ~ believe that I *can* learn and *will* learn.

As a Parent/Guardian, I, \_\_\_\_\_, will

- ~ see that my child attends school regularly and on time;
- ~ encourage my child to read at home;
- ~ provide a home environment that encourages my child to learn;
- ~ work with my child to see that all homework assignments are completed;
- ~ communicate regularly with my child's teachers;
- ~ support the school in developing positive behaviors;
- ~ talk with my child about his/her school activities every day;
- ~ show respect and support for my child, the teacher, and the school.

As an Administrative Team, we will:

- ~ provide a safe and orderly environment conducive to learning;
- ~ provide an environment that allows for positive communication among the teacher, parent, and student;
- ~ support teachers in providing high quality instruction;
- ~ provide an open door policy for parents.

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Assistant Principal

### Funding Sources

<i>State Professional Learning</i>	<b>\$11,707.00</b>
<i>Federal Title 1</i>	<b>\$199,800.00</b>
<i>Federal Title 11</i>	<b>\$19,980.00</b>
<i>Community Incentive Grant</i>	<b>\$5,000.00</b>
<i>Coastal Electric Membership Corp.</i>	<b>\$1,823.75</b>

