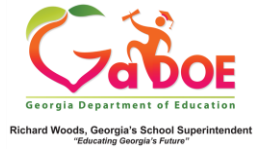


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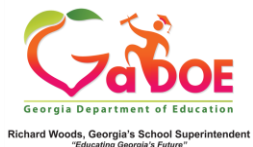
SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: Chapel Hill Middle	District Name: DeKalb	
Principal Name: Lisa M. McGhee	School Year: 2015-2016	
School Mailing Address: 3535 Dogwood Farm Road		
Telephone: 678-676-8502		
District Title I Director/Coordinator Name: Dr. Morcase Beasley		
District Title I Director/Coordinator Mailing Address: DeKalb County School District 1701 Mountain Industrial Blvd. Stone Mountain, Georgia 30083		
Email Address: Morcase_J_Beasley@dekalbschoolsga.org		
Telephone: 678-676-0793		
ESEA WAIVER ACCOUNTABILITY STATUS		
(Check all boxes that apply and provide additional information if requested.)		
Priority School <input type="checkbox"/>	Focus School <input type="checkbox"/>	
Title I Alert School <input type="checkbox"/>		
Principal's Signature:		Date:
Title I Director's Signature:		Date:
Superintendent's Signature:		Date:
Revision Date:	Revision Date:	Revision Date:



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SWP Template Instructions

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



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

Title I School Name: Chapel Hill Middle School

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Lisa McGhee		Principal
Tiffany Sims		Assistant Principal SWP Facilitator
Faye Hamilton-Collins		Assistant Principal
Marcus Kimber		Assistant Principal of Instruction
Ravonda Hardy		Science Department Chair
Marika Williams		Math Department Chair
Aarolyn Wright		English Language Arts Department Chair
Brenda Broadnax		Exceptional Education Department Chair
Arlene Burns-Moguel		Magnet Department Chair
Lonnie Strickland		Connections Department Chair
Latonya Plas		Academic Coach
Darren Johnson		Math Teacher
DaShawn Watkins		Math Teacher
Trina Shelton-Pope		Math Teacher
John Lacy		Science Teacher
Paul Johnson		Social Studies Teacher
Iradene Rantin		Media Specialist
Anthony Holt		Community Liaison
Jacqueline Smith		Parent

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SWP/SIP Components

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

A. *Response:* We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were Lisa McGhee, Principal; Tiffany Sims, SWP Facilitator/ Assistant Principal; Faye Hamilton-Collins, Assistant Principal; Latonya Plas, Academic Data Coach; Makira Williams, Math Department Chair; Darren Johnson, DaShawn Watkins, and Trina Shelton-Pope, math teachers; Aarolyn Wright, English Language Arts Department Chair; Ravonda Hardy, Science Department Chair; John Lacy, science teacher; Brenda Broadnax, Exceptional Education Department Chair; Arlene Burns-Moguel Magnet Department Chair; Lonnie Strickland, Connections Department Chair; Paul Johnson, social studies teacher; Iradene Rantin, Media Specialist. The SWP committee met August 22, 2015, to review the current Schoolwide/School Improvement process and plan. The committee analyzed the student data and share ideas to revise and write the first draft of our 2015-2016 Schoolwide/School Improvement Plan. Chapel Hill's SWP committee is responsible for the development, on-going monitoring, and implementation of the SWP. The committee analyzed grade level CRCT and Lexile data and determined root causes of student weaknesses. The committee and staff discussed the school's overall instructional practices and new initiatives that we would implement to increase student achievement. The first draft plan was written and will be reviewed again by Chapel Hill's faculty, staff and community in September during the Annual Title I Meeting. As needed, the committee will make necessary revisions, collect evidence files for Quality Assurance, and perform an End-of-Year review.

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

Using the most current and accurate data, we reviewed our 2014 CRCT data by grade level to determine the percentage of students that met and/or exceeded state curriculum standards. We also reviewed the data by grade level to determine which of the content domains were areas of "Needs Improvement" for the school. We also reviewed and discussed the 8th grade Lexile data to determine our areas of focus to better prepare our students for college and careers readiness and for the Georgia Milestone Assessment.

C. We have taken into account the needs of migrant children by (or if you have no migratory students . . . these are the procedures we would follow should those students be in attendance . . .)

- Inform the school counselor that the child is enrolled in our school
- Meet with parents to determine their needs and provide available resources such as



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school supplies and school uniforms.

- Submit referral to social worker to ensure students are being properly cared for outside of the school.
- Establish relationships with immigrant consulate/communities to advocate for students and provide information and resources to assist students with their academic success.

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.

	MATHEMATICS		% MEETING/EXCEEDING STANDARD ON CRCT								
	DeKalb County	Chapel Hill	Black	White	Hispanic	Asian	American Indian	Multi-Racial	SWD	LEP	Econ Disadv.
2013-2014		71	70	100	89	100	N/A	100	44	80	66
2012-2013		72.6	72.8	100	87.5	100	0	83.4	34.8	0	69.5
2011-2012		68.4	68.5	100	71.4	100	0	62.6	17.7	0	66.4

	SCIENCE		% MEETING/EXCEEDING STANDARD ON CRCT								
	DeKalb County	Chapel Hill	Black	White	Hispanic	Asian	American Indian	Multi-Racial	SWD	LEP	Econ Disadv.
2013-2014		62	61	100	77	50	N/A	100	27	40	56
2012-2013		63	62.8	100	75	100	0	83.4	17	0	58.4
2011-2012		59.2	59.2	100	50	100	0	57.2	15.8	59.3	55.2

	SOCIAL STUDIES		% MEETING/EXCEEDING STANDARD ON CRCT								
	DeKalb County	Chapel Hill	Black	White	Hispanic	Asian	American Indian	Multi-Racial	SWD	LEP	Econ Disadv.
2013-2014		65	65	0	67	50	N/A	86	25	20	58
2012-2013		60	64.4	100	87.5	100	0	66.6	18.4	N/A	60.2
2011-2012		61.6	61.3	100	83.3	100	0	71.4	14.3	0	57.1

After analyzing three years of CRCT data for Chapel Hill Middle School it was determined that the instructional focus for the 2015-2016 school year will continue to be in the areas of Mathematics, Science, and Social Studies. Specifically, the data reflected that the most deficient areas for Math were Number and Operations, Algebra, and Data Analysis and Probability. Deficient areas for Science were 6th grade Astronomy and Hydrology and Meteorology, 7th grade Evolution and Interdependence of Life, and 8th grade Energy and its Transformation and Structure of Matter. Deficient areas for Social Studies were Government and Civics and History. We will focus on Lexile measurements through reading and writing across the curriculum, which will increase our students' literacy skills in all content areas.



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

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

CRCT 2013	SWD	LEP	Econ. Disadvantage
Math	56	20	34
Science	73	60	44
Social Studies	75	80	42

F. The data has helped us reach conclusions regarding achievement or other related data.

- The major strengths we found in our program were Reading (Literary Comprehension and Reading Skills and Vocabulary Acquisition) and Language Arts (Research/Writing Process).

The major needs we discovered were for Math were Number and Operations, Algebra, and Data Analysis and Probability. Deficient areas for Science were 6th grade Astronomy and Hydrology and Meteorology, 7th grade Evolution and Interdependence of Life, and 8th grade Energy and its Transformation and Structure of Matter. Deficient areas for Social Studies were Government and Civics and History.

The needs we will address are Mathematics, Science, Social Studies and Lexile measurement

- The specific academic needs of those students that are to be addressed in the schoolwide program plan will be Algebra, Number and Operations, Science and Social Studies skills. We will also focus on increasing students Lexile measurements/levels.

The root cause(s) that we discovered for each of the needs are:

- (1) Inconsistent implementation of the GSE and unpacking the standards
- (2) Minimal usage of higher order thinking instructional tasks
- (3) Insufficient student engagement in classroom tasks
- (4) Ineffective planning and delivery of the preferred co-teaching models.
- (5) Lack of basic skills and content instruction transitioning from elementary to middle school
- (6) Lack of understanding content-specific vocabulary
- (7) Lack skills practice and study habits
- (8) Lack of parental involvement and vertical planning between elementary and middle school and then middle to high school

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

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1.	A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).
	<ul style="list-style-type: none"> • All students will meet or exceed the 2015 Performance Targets in all the areas of math, science and social studies. • Chapel Hill will use a variety of formative, summative other data sources to monitor our progress towards our targets. The data will include: <ul style="list-style-type: none"> • STAR Reading and Math assessments • Lexile measurements/assessments • Teacher observations • Diagnostic assessments • Common assessments • Content formative and summative assessments • After school tutorial assessments • Student grades • Attendance data • Discipline data

2.	Schoolwide reform strategies that:
	<ul style="list-style-type: none"> • Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).

<i>Response:</i>	
<p>Assessment Standard 1.1 PA 3: A cohesive and comprehensive system is in place to ensure that all administrators and instructional personnel use assessment data to design and adjust instruction to maximize student achievement.</p>	
	<ul style="list-style-type: none"> • STAR Reading and Math <ul style="list-style-type: none"> • Students will be administered the assessment throughout the school so that progress towards learning targets • Teachers will use STAR learning plans to modify instruction to meet the individual needs of all students • STAR Reading and Lexile Measurements <ul style="list-style-type: none"> • Students will be administered the assessment throughout the school so that progress towards learning targets • Teachers will use STAR Reading Lexile Scores to modify instruction to meet the individual needs of all students, using the following strategies • Cross Curriculum Initiatives –Collaboration Between Media Specialist and Core Teachers (Content Level Resources)

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2.	Schoolwide reform strategies that:
	<ul style="list-style-type: none"> ● Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D). <ul style="list-style-type: none"> ● Increase Teacher Awareness of Available Resources (Informational Text and College and Career Readiness Resources) ● Allow students to be a part of the goal setting and growth monitoring process of (Engage students to take ownership of the goal setting and growth monitoring process student accountability) ● School Vocabulary Building Program <ul style="list-style-type: none"> ● Teachers will apply a six step vocabulary building process for direct instruction which will allow teachers to focus on the same academic vocabulary schoolwide. The school (content teachers) will create classroom teaching materials and provide a minimum of 805 subject-specific vocabulary words that will be taught through interdisciplinary lessons within the year; 86 which are listed for mathematics. Teachers will decide on 5 words a week that will be taught in each academic subject (core content, connections and Physical Education). These words will be color coded to stand-out from the basic content words to keep the students focused on the weekly vocabulary. ● Formative and Summative assessments ● Preferred Co-teaching Strategies ● Math Tools and Science Enrichment connection classes ● After school tutorials ● RTI Assessments and support ● Charting Performance of Individuals through Data Analysis/Talks ● Common planning ● Writing to Learn across the curriculum ● Differentiated Instruction
	<ul style="list-style-type: none"> ● Use effective methods and instructional strategies that are based on scientifically based research that: <ul style="list-style-type: none"> ○ strengthen the core academic program in the school. ○ increase the amount and quality of learning time, such as providing and extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum ○ include strategies for meeting the educational needs of historically underserved populations
	<p><i>Response:</i> <u>STAR Reading and Math</u> STAR Reading™ and STAR Math™ received the highest possible ratings for screening and progress monitoring from the National Center on Response to Intervention, with perfect scores in</p>

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all categories. www.rti4success.org.

STAR Reading – Lexile Scores

The Lexile Framework is a scientific way to match readers with text using the same scale. Recognized as the standard for matching readers with texts, Lexile measures connect learners of all ages with resources at the right level of challenge. Lexile measures provide a clear way to monitor progress toward college and career readiness. Lexile.com Lexile Perspectives Wright, B. D., & Stenner, A. J. (2000). Lexile Perspectives. Popular Measurement, 3 (1), 14-17. Birmingham, K. S. (2006). The Effect of Sustained Silent Reading on High School Student's Lexile Scores and Attitudes Toward Reading. MA Thesis. Wichita, KS: Wichita State University

Schoolwide Vocabulary Building Program

According research from Building Academic Vocabulary (Marzano and Picklin, July 2005), “students in the 50th percentile in terms of ability comprehend the subject matter taught in school, with no direct vocabulary instruction, scores in the 50th percentile ranking”. The same students, after specific content area terms have been taught in a specific way, raises their comprehension ability to the 83rd percentile. The research also states that “vocabulary instruction in a specific area builds up student’s background knowledge in content areas”. Students who read 14 minutes a day means reading 1,000,000 words a year and that vocabulary can be read through reading and talking.

Co-teaching

Research shows that collaboration between general and special educators benefits the quality of instruction and supports for students with disabilities. Students without disabilities benefit, too. These are among the findings of a metasynthesis of co-teaching research conducted by Scruggs, Mastropieri, & McDuffie (2007) and summarized in NICHCY’s Structured Abstract 81.

Response to Intervention(RTI)

RTI is the practice of providing quality instruction and intervention and using student learning in response to that instruction to make instructional and important educational decisions (Batsche et al., 2005). A recent meta-analysis of RTI research found large effects for both systemic (e.g., reductions in special education referrals) and student outcomes (e.g., increased increase reading scores) (Burns, Appleton, & Stehouwer, 2005). The data provided within this meta-analysis suggest that RTI is an effective practice.

Data Analysis

Research has shown that using data in instructional decisions can lead to improved student performance (Wayman, 2005; Wayman, Cho, & Johnston, 2007; Wohlstetter, Datnow, & Park, 2008). No single assessment can tell educators all they need to know to make well-informed instructional decisions, so researchers stress the use of multiple data sources. Generally, schools collect enormous amounts of data on students’ attendance, behavior, and performance, as well as administrative data and perceptual data from surveys and focus groups. But when it comes to improving instruction and learning, it’s not the quantity of the data that counts, but how the

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information is used (Hamilton et al., 2009).

Differentiated Instruction

A growing body of research shows positive results for full implementation of differentiated instruction in mixed-ability classrooms (Rock, Gregg, Ellis, & Gable, 2008). In one three-year study, Canadian scholars researched the application and effects of differentiated instruction in K–12 classrooms in Alberta. They found that differentiated instruction consistently yielded positive results across a broad range of targeted groups. Compared with the general student population, students with mild or severe learning disabilities received more benefits from differentiated and intensive support, especially when the differentiation was delivered in small groups or with targeted instruction (McQuarrie, McRae, & Stack-Cutler, 2008).

Use effective instructional methods that increase the quality and amount of learning time.

We will increase the amount and quality of learning time by the amount and quality of learning time by scheduling students through a connections rotation into a Math Tools class that provides the opportunity for each student to obtain additional support in the area of mathematics. Additional, strategies such as the tiers of intervention, RTI, and safety nets are put into place for students who have been identified as requiring additional support. Teachers incorporate the use of technology as an instructional strategy to improve student learning. Afterschool tutorial will be held on all grade levels to provide a safety net for failing students. All students will participate in an extended-learning time period to receive additional support in core academic areas.

A. Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:

- counseling, pupil services, and mentoring services;
- college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
- the integration of vocational and technical education programs; and

Response:

After looking at test scores and the IEP's of the Exceptional Education students, individualized learning plans will be devised for each student. All pre-assessments and benchmark tests data will also be used to determine the student's needs. The parents will be invited to come in and meet with their child's teachers during scheduled parent conferences and team planning meetings. The targeted group at Chapel Hill will be all students that have shown deficiencies in Math and Reading as identified by their scores on the CRCT and STAR reports. These students

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A. Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:

- counseling, pupil services, and mentoring services;
- college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
- the integration of vocational and technical education programs; and

will receive additional support such as Math Tools, Science Enrichment, Small Group Extended Learning Time Instruction and morning and afternoon tutorials.

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

Response:

The school will determine that the students' needs have been met by the following:

- Reviewing lesson plans to ensure data-driven and standards-based instruction, along with preferred co-teaching models and modifications have been planned
- Reviewing progress monitoring documentation to ensure students are accomplishing IEP goals and mastering standards
- Review student schedules to ensure they are scheduled into math tools, science enrichment and small group extended learning classes
- Ensure students receive tutorial application and are scheduled for Title I after school tutorial
- Ensure that STAR Reading and Math Individual Plans are be used to differentiate instruction for the students

3. Instruction by highly qualified professional staff

Response:

Currently 96% of Chapel Hill Middle School teachers are highly qualified. Teachers that are not highly qualified are completing certification programs such as TAPP or are scheduled to take the GACE during the first semester of the 2015-2016 school year. Additionally, teachers will be provided instructional support with knowledge, skills, and strategies to be successful in the classroom. We also utilize Academic Data Coaches in the areas of ELA, math, science and social to provide job embedded professional learning.

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4. In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

Response:

- A. We will include teachers, principals, paraprofessionals, and, if appropriate, pupil services personnel, parents, and other staff in the following professional development activities. These activities are designed to address the root causes of our identified needs. See chart below -



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4. In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

Month	PL Topic	Core Academic Addressing	Location	Estimated Cost	Funds Planned Utilization
September	Annual Title I Meeting	ELA Science Social Studies Math	Chapel Hill	N/A	N/A
September	Unpacking Georgia Standards of Excellence	ELA Science Social Studies Math	Chapel Hill	N/A	N/A
September	Lexile Measurement and Resources	ELA Science Social Studies Math	Chapel Hill	Up to \$5000	Title I
September	Content - Specific Vocabulary Building	ELA Science Social Studies Math	Chapel Hill	Up to \$5000	Title I
September	Star Reading and Math Data Analysis	Reading Math	Chapel Hill	N/A	N/A
September	Family Day	ELA Science Social Studies Math	Chapel Hill	Up to \$5000	Title I
October	Preferred Co-teaching Models	ELA Science Social Studies Math	Chapel Hill	Up to \$2000	N/A
October	Appy Hour	ELA Science Social Studies Math	Chapel Hill	Up to \$1000	Title I
October	Rigor & Differentiation	ELA Science Social Studies Math	Chapel Hill	N/A	N/A
October	Peer Observations	ELA Science Social Studies Math	Chapel Hill	N/A	N/A



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4. In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

Month	PL Topic	Core Academic Addressing	Location	Estimated Cost	Funds Planned Utilization
November	Georgia Milestone Data Analysis	ELA Science Social Studies Math	Chapel Hill	N/A	N/A
January	GOFAR	ELA Science Social Studies Math	Chapel Hill	N/A	N/A
January	Coffee Break	ELA Science Social Studies Math	Chapel Hill	Up to \$2000	Title I
March	Mock Georgia Milestones Test Data Analysis	ELA Science Social Studies Math	Chapel Hill	Up to \$1500	Title I

- B. We have aligned professional development with the State's academic content and student academic achievement standards. During preplanning each year the faculty starts with learning and working with the new initiatives being sponsored by the county. We have trained on and implemented Teacher and Leader Keys, Georgia Standards of Excellence, STAR Reading and Math, and scientifically-based instructional strategies to ensure academic standards are met for all students at Chapel Hill Middle. We will also hire substitute teachers throughout the year so that teachers can participate in professional development during the school day. We are also working on increasing rigor and building content-specific vocabulary in all academic subjects.
- C. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of our academic concerns. We have included the following items in our SWP budget.
- Substitute teachers for staff development days for certified staff
 - Stipends for summer workshops per content area
 - Two Academic Coaches to provide on-sited and embedded professional learning
- D. We have included teachers in professional development activities regarding the use of academic assessments. Ongoing professional development enables teachers to provide

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4. In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

information on, and how to improve, the achievement of individual students and the overall instructional program. Professional Development includes:

- STAR Reading and Math Data Analysis
- Common and Benchmark Assessments Data Analysis
- Georgia Milestone Assessment Data Analysis
- Mock Georgia Milestone Test Data Analysis

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

Response:

Chapel Hill Middle School uses the following strategies to attract highly qualified teachers:

- Offer field experiences to aspiring teachers
- Attend DeKalb County School District's job fair and share our teacher support system during interview
- Assign a variety of mentors to newly hired teachers such as an administrator mentor, department mentor and team mentor
- Weekly on-site embedded professional learning
- School website displaying instructional program and activities in which staff member can serve in support roles or as sponsors
- Teacher Support Specialist assistance
 - Teacher Support Specialists (TSS) are used to support teachers that have been employed at Chapel Hill Middle. They meet with all new teachers to the building. The TSS and new teachers meet periodically throughout the year to offer support on the routines of the school, techniques on managing the classroom, documentation, and parent communication. If further support is required the TSS along with administration will make recommendations for outside professional learning classes to help the teachers become successful, thus increasing teacher retention.

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

A. We will involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of schoolwide programs. Parents will be invited to our Annual Title I Meeting. During the meeting, parents will review, discuss and give feedback and

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suggestion, in which will be used to revise the Compact, Parental Involvement Policy and Schoolwide Plan. The Compacts will be distributed to all students at Chapel Hill in September. Copies of the Parental Involvement Policy and Schoolwide plan will be available on the school's website and in the Media Center.

- B. By mid-September 2015, the school parental involvement policy will be reviewed and updated to meet the changing needs of parents and the school. The policy will be reviewed and updated at every Parent-Teacher Conference Night. The policy will be updated by parents reviewing its contents and determining if additional strategies and/or guidelines should be included or deleted. Parents will complete a feedback form to share their input. Parents will also be given the opportunity to attend Title I Parent Conferences each semester. Parents will also be made aware of the policy via Calling Post, in which parents will be contacted each week to get valuable updates and information pertinent to Chapel Hill Middle School. The school website is another vehicle, in which parents can access the parental involvement policy, which provides key information about the school and also gives access to other school related information.
- C. We will conduct an annual meeting, at a convenient time, to inform parents about the school's Title I program, the nature of the Title I program, the parents' requirements and the school parental involvement policy, the schoolwide plan, and the school-parent compact and encourage and invite all parents of participating children to attend by conducting an annual meeting to inform parents of the school's participation in Title I programs and to explain the Title I requirements and the right of parents to be involved in Title I, programs. The school will offer flexible means so that as many parents as possible are able to attend or have access to the meeting. Furthermore, the school will also inform parents about the School Improvement Plan, Parental Involvement Plan, & additional pertinent information. The school will invite all parents of children participating in Title I programs to this meeting and will encourage them to attend, by:
- Providing information in Spanish or an alternate language, when necessary
 - Providing childcare, when necessary
 - Sending home a written reminder the day of the meeting
 - Utilizing calling post
 - Posting meeting and webinar on school website
- D. We will offer flexible meeting sources, such as face-to-face meetings and webinars, and may provide, with funds provided under Title I, transportation, child care, or home visits, as such services relate to parental involvement. We will host the following parental involvement meeting:
- Open House
 - School Council to present parental involvement presentation
 - Parent Conferences
 - Academic-Themed Curriculum Night,

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- PSAT Test Information and Online Practice
 - Elementary/High Transition Meetings
 - PSAT/Georgia Milestones Assessment System Results
- E. We will provide parents of participating children with timely information about the Title I program, a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet, and provide opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child, and respond to any such suggestions as soon as practicably possible, by including messages on progress reports/report cards, conducting regularly scheduled parent/teacher conferences, hosting Open House, the Annual Title I Meeting, Curriculum Night and individual meetings. We will also make available updated information of the student handbook.
- F. We will jointly develop with parents of participating children a school-parent compact, which outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards by presenting the compact and explaining the current compact at the Annual Title I Meeting and Parent-Teacher conferences. Parents will be given a survey to provide suggestions and feedback to ensure the compact meets the needs and concerns of all stakeholders.
- G. We will provide assistance to parents of participating children, as appropriate, in understanding the state's academic content standards, the state's student academic achievement standards, the state and local academic assessments including alternate assessments, the requirements of Title I, Part A, how to monitor their child's progress, and how to work with educators, by regularly inviting parents to Parent-Teacher conferences, ensuring that all parents know how to access the Infinite Campus Parent Portal to review students' daily and weekly grades, sending home monthly calendars, which inform parents of standardized assessments and progress report distribution and invite parents to transitional meetings.
- H. We will provide materials and assignments to help parents to work with their child to improve their child's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by conducting parent workshops during parent-teacher conferences that focus on strengthening test-taking strategies, math, science and social studies skills. Parents will be provided with technology resources and material, in which they can use at home to assist their child. Parents will also be provided the curriculum at a glance and students' assessments with in the interactive notebooks so that parents can be aware of current learning concepts and monitor how well students are mastering curriculum standards.

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- I. We will provide training to educate the teachers, pupil services personnel, principal, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents, students and the school, by hiring professional consultants to train all stakeholders how to build relationships that foster student achievement. Our school will host the following events, in which parents and community members will gather to share information and receive more training on how to work with and communicate more effectively to increase student achievement.
- Family Day
 - Appy Hour
 - Coffee Break
- J. We will to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by inviting parents to our Rising 6th and 9th transitional meetings and orientations that is held the months of March –May. Parents of our rising 9th grade students will be invited to the school second semester to assist their child with completing their advisement/high school plan form.
- K. We will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand, by sending home monthly calendars that outline the school events and critical dates. Weekly calling post sent out providing parents with updated information. Also, important dates for standardized assessments, meetings, and progress report distribution will be posted on the school's marquee and website.
- L. We will provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand, by sending home communications translated in the parents' primary language. If necessary, during parent-teacher conferences, we will use students as translators or request the services of an interpreter via the DeKalb County School District. We will also utilize our social worker to make home visits to parents who are unable to visit the school due to disabilities.

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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.

Response:

We will plan activities for assisting preschool children in the transition from early childhood programs. We have also included transition plans for students entering middle school or high school and for students entering from private schools including students entering our school throughout the school year:

Feeder Elementary Schools Visitations to CHMS: Each year fifth grade students from our feeder elementary schools are invited to CHMS for our Rising 6th Graders Orientation. The school principal and counselors are introduced. The school principal or API provides information regarding instructional and behavior expectations. Various school clubs/organizations make presentations. Students tour the building and former 5th graders share stories about their current 6th grade experience. Students will participate in a Summer Bridge program. Students will be provided with a summer learning packet from each content area. Students will submit the assignment as a part of their average on the first day of school. Rising 7th and 8th grade students will be provided with a summer packet for each content area. Students will submit the assignment as a part of their average on the first day of school.

Middle School Visitation to Feeder High School: Each school year CHMS head counselor confers with the high school counselors or designees to plan our rising 9th graders' visitation to Southwest DeKalb High School. Our students are introduced to various high school clubs, the administration, and selected teachers. Motivational talks from high school student leaders are delivered. Additionally, students complete a graduation and career path plan through the GA 411 electronic platform.

Eighth Grade Advisement Night: Each year the parents of our eighth grade students are invited to attend Advisement Night. The purpose of this event is to introduce our 8th graders to the 9th grade instructional program. High school counselors and other invited instructional professionals provide our students and parents with a plethora of information related to high school academic choices.

IEP Meetings: IEP meetings are held to help transition students from the regular education setting to special needs support settings or to transition current students with disabilities to changes in placement. Parents, teachers, counselors, the school psychologist and the lead teacher of special education are invited to the IEP meetings.

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:

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The ways that we include teachers in decisions regarding use of academic assessment include teachers analyzing the following assessments to make instructional decisions for their students.

- Common Formative and Summative Assessments
- Teacher –made Assessments
- STAR Reading and Math Reports
- Georgia Online Formative Assessment Resource (GOFAR)
- Georgia Milestone Assessment System

As a result of the teachers' data analysis, information is provided to let teachers know when they need to reteach using other instructional techniques, differentiate instruction, use flexible grouping, initiate the SST process or offer tutorial.

Additionally, teachers collaboratively plan as a grade level and in vertical teams by content to help students succeed. The teams discuss and plan lessons and analyze student work for a better delivery mechanism for the standards.

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

Response:

We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely, and additional assistance. The School Improvement team analyzed the CRCT data from Spring 2014. Common trends were identified which included strengths and weaknesses of content areas, teachers and students. This information is used in forming the master schedule. Common Assessments, chapter/unit assessments, daily teacher observations, and evaluations allow the administrative team to determine specific needs within individual content areas. In the beginning of the school year, team teachers meet to analyze student data from the previous year. Students identified as needing additional assistance in math or science may be placed in Math Tools, Science Enrichment and Before/After School Tutorial. Every two to three weeks teachers will administer formative assessments to determine students' progress towards mastering standards and how to modify instruction. Formative Assessment include but are not limited to

- Teacher made tests
- STAR reports
- Chapter/Unit assessments
- Mock Georgia Milestone Assessment

9(b). Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties.

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Response:

Teachers receive weekly professional development by Academic Coaches to assist them with helping students to master standards and increase student achievement. Teachers also receive training from district science, social studies and math coordinators to equip them with knowledge and skills to improve student achievement. In particular, for those students who are not meeting standards, teachers initiate the Response to Intervention/SST process.

9(c). Parent-Teacher conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to the student at the school or in the community.

Response:

School and parent communication and connection are imperative. We have scheduled parent conferences twice each semester. At the conference the teachers review students' academic progress and describes classroom resources and support that is available to students and parents. Teachers and students will maintain interactive notebooks/portfolios that will display the student's academic progression and shared with parents throughout the year.

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:

Response:

A.

Funding Sources	Provide a narrative explanation of how funds will be used to support student achievement and/or school improvement in relation to the components of this plan.	
Federal Funds	Monies will be used for professional learning, supplies, tutorial program, fund Title I personnel salaries, technology and parental involvement.	
State Funds	Monies will be used for professional learning, supplies, tutorial program, fund Title I personnel salaries, technology and parental involvement.	
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)		
Federal School Improvement Grants		
Local Professional Learning Funds	Monies will be used for professional learning to support all core academic areas and social development. Workshops will include differentiated	

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	instruction, co-teaching, higher order thinking and questioning, vocabulary building, technology integration, Lexile, data analysis	
Federal Funds	Monies will be used for professional learning, supplies, tutorial program, fund Title I personnel salaries, technology and parental involvement.	
State Funds	Monies will be used for professional learning, supplies, tutorial program, fund Title I personnel salaries, technology and parental involvement. Monies will be used to fund activities, resources and supplies Business Education and Family and Consumer Science.	
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)		
PTSA	The PTSA will conduct a fall fundraiser and develop a budget that will support all students.	

9(c). Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.

Response:

The school receives funding from the School-to-Work Opportunities Act of 1994 the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.

The coordination of these programs has been included in the above chart.

- Business Education /FBLA
- Family and Consumer Science /FCCLA

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

Response:

Faculty members are trained to interpret scores through an in-service by the principal, assistant principals, academic data coaches, and counselors. Once the training is complete, the data assessment team, which consists of principal, assistant principals, academic data coaches, and counselors meet with parents and students to interpret and understand the scores. Several meetings are provided for parents: Curriculum Night, Parent Teacher Conferences and Student Data Talks.

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

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Response:
Data is collected and disaggregated for all State mandated tests by the State of Georgia Department of Education.

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

Response:
The State of Georgia Department of Education has verified the validity and reliability of the disaggregated data for each category.

14. Provisions for public reporting of disaggregated data.

Response:
The principal will conduct the Annual Title I meeting at the beginning of the school year to share the College and Career Readiness Performance Index (CCPRI) results and the plan for improvement with parents and the community. Community meetings will be held throughout the year and the CCRPI data is presented. Meetings will be held with parents to discuss the Schoolwide Plan, which include the PTSA Meetings and Curriculum Night/Open House. Parents will have an opportunity to view and make recommendations to the Schoolwide Plan during the month of September. The School Council will also discuss the Schoolwide Plan. The plan will be made available to the public through the school's website. A copy will also be made available in the media center.

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

Response:
The plan was developed leading into the 2015-2016 school year and will be updated annually.

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

Response:
Chapel Hill Middle School solicits input from all stakeholders. The committee includes: Lisa McGhee, Principal; Tiffany Sims, SWP Facilitator/ Assistant Principal; Faye Hamilton-Collins, Assistant Principal; Latonya Plas, Academic Data Coach; Makira Williams, Math Department Chair; Darren Johnson, DaShawn Watkins, and Trina Shelton-Pope, math teachers; Aarolyn Wright, English Language Arts Department Chair; Ravonda Hardy, Science Department Chair; John Lacy, science teacher; Brenda Broadnax, Exceptional Education Department Chair; Arlene Burns-Moguel Magnet Department Chair; Lonnie Strickland, Connections Department Chair; Paul Johnson, social studies teacher; Iradene Rantin, Media Specialist; **Parent Volunteer**

We also request parents to complete a parent/community survey. They will provide feedback and suggestions for revisions on the Parent Involvement Policy and Plan, Title I School-wide Plan, and the Student/Parent/Teacher Compact.

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

Response:
The Title I, Schoolwide Plan is available to the LEA, parents and public Parents and the public via the schools website. Any parent or community member may also review these documents by accessing our Title I Program notebook by request from the school principal. A copy of the plan is on file in the Title I Department of the DeKalb County School District. All Title I documentation is sent electronically to the County Title I coordinator to be shared with LEA.

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

Response:
At the current time, there is not a significant percentage of parents who speak a language other than English as their primary language for the plan to be translated. If in the future a significant number of parents speak another language, this plan will be translated into their primary language.

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

Response:
This schoolwide plan is subject to the school improvement plan provisions of Section 116.