Accountability and School Improvement Plan/
Title I Plan

2015-2016

for
DeRenne Middle School
Savannah-Chatham County Public Schools

Carol F. Mobley, Principal

Thomas Lockamy, Ed.D. Superintendent of Schools

August 21, 2015
I. Principal’s Message

August 18, 2015

Dear DeRenne Middle School Community Members:

DeRenne Middle School, Medical Allied Health & Advance Learning Academy continues to provide the best education for our students every day. We have set expectations for our students for the highest personal achievement and academic achievement. Our educational focus is: high quality teaching that is based on the Common Core Georgia Performance Standards; effective teaching taught by the highest quality education professionals. We believe all of our students are achievers, with the curriculum practices that we have in place our students will continue to achieve and excel. Our school improvement planning process during the year will focus on:

Vision: From school to world: All students prepared for productive futures.

Mission: To ignite a passion for learning and teaching at high levels.

Our Accountability and School Improvement Plan will serve as our road map for continued success. Our plan, which is supported by research-based instructional strategies, will focus on attaining significant growth in student achievement; a safe, secure, positive and disciplined learning environment, and active stakeholders (parents, business and community members are actively engaged in the educational process. We cannot achieve our goals without your continued support. You are invited to join us as we work to continue to make DeRenne Middle School, Medical Allied Health & Advance Learning Academy the best middle school in the district and state.

Sincerely,

Carol F. Mobley, Principal
DeRenne Middle School, Medical Allied Health & Advance Learning Academy
II. Development Plan and Communication Process

Various stakeholders are involved in the school improvement process to ensure that the needs of all students are addressed. The chart below illustrates the diverse group involved with the development of this plan. The plan is reviewed annually and communicated using a variety of formats such as, school website, parent meetings, school newsletters, staff meetings, etc. A comprehensive needs assessment is conducted annually and used to develop the *School Data Profile Narrative*, which helps paint a total picture of the school’s progress and tells “the story behind the numbers.”

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<td>Joseph Ketchup</td>
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<tr>
<td>Wanda Hopkins</td>
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<tr>
<td>Eleanor Kent</td>
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<td>Carleen Odom</td>
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<td>Jessica Johnson</td>
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<td>Selena Williams</td>
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<td>Allison Crouch</td>
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<td>Martha Gelagay</td>
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<td>Arlette Parker</td>
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<td>Angela Sistrunk</td>
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<td>Matisha Brown</td>
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<td>Marian Matthews</td>
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<tr>
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<td>Kendra White</td>
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### III. Needs Assessment Data Sources

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<td>□ Cohort Graduation Rate (3-Years)</td>
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**Other**

- □ ✔ Parent Involvement Data
- ✔ 21st Century Program Data
- □ INSERT other applicable data source
- □ INSERT other applicable data source
Focus Area (#1): Continuous Growth of Student Academic Achievement
Based on the data from the comprehensive needs assessment, we prioritized the areas of focus and formulated the corresponding Tier 2 indicators/goals and developed strategies with an emphasis on academic achievement. These goals are directly aligned to the District Accountability System (DAS).

**GOAL 1.**

**GOAL:** Increase the percentage of 6th grade students meeting the district benchmark for numeracy in mathematics from 39% to 50% as measured by the Measure of Academic Progress (MAP) score for mathematics. Increase the percentage of 6th grade students meeting the district benchmark for reading on grade level from 59% to 65% as measured by the Scholastic Reading Inventory (SRI).

**Rationale:** Research indicates the MAP/RIT band score is an indicator of student mastery as measured by state assessments. State Performance Target for math; 2016 - 90.7%; Research indicates reading proficiency is essential to student achievement in all content areas. State Performance Target for reading; 2016 – 95.8%

**GOAL 2.**

**GOAL:** Increase the percentage of 7th grade students meeting the district benchmark for numeracy in mathematics from 44% to 55% as measured by the Measure of Academic Progress (MAP) score for mathematics. Increase the percentage of 7th grade students meeting the district benchmark for reading on grade level from 61% to 66% as measured by the Scholastic Reading Inventory (SRI).

**Rationale:** Research indicates the MAP/RIT band score is an indicator of student mastery as measured by state assessments. State Performance Target for math; 2016 - 90.7%; Research indicates reading proficiency is essential to student achievement in all content areas. State Performance Target for reading; 2016 – 95.8%

**GOAL 3.**

**GOAL:** Increase the percentage of 8th grade students meeting the district benchmark for numeracy in mathematics from 58% to 65% as measured by the Measure of Academic Progress (MAP) score for mathematics. Increase the percentage of 8th grade students meeting the district benchmark for reading on grade level from 60% to 65% as measured by the Scholastic Reading Inventory (SRI).

**Rationale:** Research indicates the MAP/RIT band score is an indicator of student mastery as measured by state assessments. State Performance Target for math; 2016 - 90.7%; Research indicates reading proficiency is essential to student achievement in all content areas. State Performance Target for reading; 2016 – 95.8%

**GOAL 4.**

The number of students in grades 6, 7 and 8 meeting promotion criteria, as set by the district, will increase from 85% (2014 - 2015) to 90% by May 2016.

Focus Area (#2): Safe, Secure, and Disciplined Learning Environment

**GOAL 1.**

Decrease the number of discipline events resulting in In-School Suspension (ISS) by 20% from 95 to 76 by May 2016. Decrease the number of discipline events resulting in Out of School Suspension (OSS) by 20% from 371 to 297 by May 2016.

**Rationale:** 2014 discipline data indicated a need to decrease OSS/ISS by 30%; this goal was met. Goal for 2015 will result in a 50% decrease over a 2 year period.
### GOAL 2.
Increase the number of PBIS activities by 25% by May 2016.  
**Rationale:** Research indicates PBIS schools have a lower number of discipline infractions and fosters a positive learning environment.

Focus Area (#3): **Community Engagement**

| GOAL 1. | DeRenne Middle School will ensure that parents are involved in school activities by having parent workshops and involving parents in at least four PTA meetings and at least four school council meetings.  
**Rationale:** Parental Involvement is essential for parental knowledge of school plans and for increasing academic achievement. |

| GOAL 2. | Increase the number of business partnerships who offer mentor services by 20% by June 2016.  
**Rationale:** Data indicates our students will benefit from positive engagement with mentors. A partnership with community members to provide mentorship fosters community engagement with stakeholders. |

Focus Area (#4): **Fiscal Responsibility**

| GOAL 1. | DeRenne Middle School will maintain accurate records and ensure fiscal accountability as measured by SAF Audit, Fixed Asset Audit and Internal Audit Review  
**RATIONALE:** To maintain accurate records |
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V. TITLE I SCHOOLWIDE PLAN COMPONENTS
Title I Schoolwide/School Improvement Plan

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<tr>
<td><strong>School Name:</strong></td>
</tr>
<tr>
<td><strong>Principal Name:</strong></td>
</tr>
<tr>
<td><strong>School Mailing Address:</strong></td>
</tr>
</tbody>
</table>

**ESEA WAIVER ACCOUNTABILITY STATUS**
(Check all boxes that apply and provide additional information if requested.)

- [ ] Priority School
- [ ] Focus School
- [ ] Title I Alert School
- [ ] Not Applicable

**Principal’s Signature:**
**Date:**

**Title I Program Manager’s Signature:**
**Date:**

**Revision Date:**
**Revision Date:**
**Revision Date:**

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

**Response:** The purpose of this Accountability and School Improvement Plan is to communicate the process of monitoring, measuring and achieving academic performance using the School Improvement Process in order to increase student achievement for DeRenne Middle School based on comprehensive needs assessment using the following data sources:

- SRI Data (2014 - 2015)
- MAP Data (2014 - 2015)
- Student Attendance (2014 – 2015)
- Teacher Attendance and Retention (2014 – 2015)
- Discipline Data (2013-2015)

To this end, the School Improvement Leadership team met in July 2013 to develop and create a comprehensive three-year (2014-2016) strategic plan to be reviewed annually to meet the needs of DeRenne Middle School. During the past two years, the leadership team has met multiple times to review the plan and monitor progress toward attaining the goals. DeRenne Middle School’s commitment to continuous improvement will be highly evident and reflected in this Accountability and School Improvement Plan. Continuous monitoring of the plan is essential to the improvement of DeRenne Middle School. Such monitoring requires input from various stakeholder groups, to include, but not limited to district level leadership, First District RESA, SCCPSS Professional Learning Department, SCCPSS Instructional Title I, Title IIA, 21st Century Learning Community Centers, School Council, PTA, feeder schools, Georgia Association of Educators (GAE), Professional Association of Georgia Educators (PAGE), Savannah Federation of Teachers (SFT), parents, community members, business partners, and students. Annual goals were developed and will be translated into teacher/student-specific benchmarks in order to track progress/growth towards meeting those goals using the College Career Readiness Performance Index (CCRPI). The State Longitudinal Data System (SLDS) will also be used to monitor student and teacher progress towards the goals. Stakeholders will be kept apprised of the school’s progress in a multitude of ways including a monthly newsletter, a school website, parent meetings/conferences, PTA and School Council Meetings.

The annual CCRPI score includes the school’s testing data and will be shared with all stakeholders throughout the school year to increase their knowledge and understanding of the goals and objectives of the school. The school data will be used by all teachers and departments for analyzing curriculum and instruction and identifying academically at-risk students to improve end-of-year assessment scores in all tested areas. Each department will use relevant data (SRI and MAP) to include teacher generated common formative assessments to prioritize and establish smart goals in which action plans will be based. Although reading and math are the focus of the national and state testing programs, emphasis will also be placed on the other core subjects as identified in the CCRPI, as well as CTAE career pathways in order to produce well-rounded young adults who are prepared to enter high school. The end result will demonstrate continuous school improvement during the next academic year.
DeRenne Middle School is an urban neighborhood school serving approximately 635 students in grades six through eight. DeRenne Middle School’s students, faculty, parents and community members are committed to achieving high standards. The demographic data for DeRenne Middle School is as follows:

- 97% Black, 1% White, 1% Hispanic, 1% Multiracial
- 51% male and 49% female
- 94% free or reduced lunch

We have taken into account the needs of migrant children, however, at this time we have no migratory students enrolled, but should any of those students enroll we will follow federal guidelines to make sure that those students as well as parents are informed with all pertinent information in a language they understand. A copy of the Occupational Survey is in all school registration packets.

The following procedures have been put into place should migrant students enroll:
Eligibility for Migrant Services
- All Occupational Surveys returned with indicators checked are sent to the school district’s Homeless Liaison
- The Homeless Liaison then forwards surveys to the Regional Migrant Office
- The Regional Migrant Office determines eligible services and notifies the district’s Liaison
- The district’s Liaison then works with the school to ensure that families receive services for which they are eligible.

**DATA ANALYSIS**

**Scholastic Reading Inventory (SRI)**

The Scholastic Reading Inventory (SRI) is used as a formative assessment to help teachers acquire the reading comprehension levels of the students in their classes and to prepare instruction to facilitate success for all students. The SRI score is reported in Lexiles. A student’s Lexile is determined by their reading ability, not grade-level. The most important factor for readiness is a student’s ability to read and understand texts of steadily increasing complexity as they progress through school. A student’s Lexile can range from 100 points below to 50 points above his/her score. The Lexile bands help teachers and parents determine what text is appropriate for each grade and what text that will “stretch” the students and help them increase in literacy skills. SCCPSS students in grades 2-8 participate in the SRI.

**Scholastic Reading Inventory (SRI) Lexile Data**

<table>
<thead>
<tr>
<th>Level of Lexile</th>
<th>% of Students Total School</th>
<th>% of Students Total School</th>
<th>1 Yr Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below Basic</td>
<td>65%</td>
<td>49%</td>
<td>-16</td>
</tr>
<tr>
<td>Basic</td>
<td>26%</td>
<td>34%</td>
<td>+8</td>
</tr>
<tr>
<td>Proficient</td>
<td>4%</td>
<td>7%</td>
<td>+3</td>
</tr>
<tr>
<td>Above Proficient</td>
<td>5%</td>
<td>10%</td>
<td>+5</td>
</tr>
</tbody>
</table>

The table above represents a decrease of 16 percentage points in the number of students with a reading comprehension Lexile score below basic as measured by Scholastic Reading Inventory (SRI) Lexile. Lexile score below basic as measured by Scholastic Reading Inventory (SRI) Lexile. The -16 is interpreted as an increase in those students who are now reading at the basic level and a decrease in
those reading at the below basic level.

With the implementation of reform strategies in the area of literacy, there was a significant decrease in the number of students with a reading Lexile of basic and below as measured by the SRI. In September 2014, 65% of all students’ reading Lexiles measured basic or below; in May 2015, 49% of all students’ reading Lexiles measured basic or below, a decrease of 16% which indicates more students became proficient in reading.

<table>
<thead>
<tr>
<th>Level of Lexile</th>
<th>% of Students Total School 2014</th>
<th>% of Students Total School 2015</th>
<th>1 Yr Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below Basic</td>
<td>65%</td>
<td>49%</td>
<td>-16</td>
</tr>
<tr>
<td>Basic</td>
<td>26%</td>
<td>34%</td>
<td>+8</td>
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<td>Proficient</td>
<td>4%</td>
<td>7%</td>
<td>+3</td>
</tr>
<tr>
<td>Above Proficient</td>
<td>5%</td>
<td>10%</td>
<td>+5</td>
</tr>
</tbody>
</table>

The table above represents a decrease of 16 percentage points in the number of students with a reading comprehension Lexile score below basic as measured by Scholastic Reading Inventory (SRI) Lexile.

Measures of Academic Progress (MAP)
This formative assessment data is used by teachers to monitor the progress of their students in mastering the state’s mathematics curriculum. SCCPSS students in grades 2-8 participate in MAP. Measures of Academic Progress® (MAP®) Math is a computerized adaptive assessment that allows teachers to see their students as individuals—each with their own base of knowledge. As the student responds to questions, the test responds to the student, adjusting up or down in difficulty. This formative assessment data is used by teachers to monitor the progress of their students in mastering the state’s mathematics curriculum.

<table>
<thead>
<tr>
<th>Students at Numeracy on Grade</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>DeRenne</td>
<td>2014</td>
<td>2015</td>
<td>1 Yr Change</td>
</tr>
<tr>
<td></td>
<td>47%</td>
<td>39%</td>
<td>-8</td>
</tr>
</tbody>
</table>

The table above indicates a decrease in the percentage of 6th and 7th grade students performing at grade level in math as measured by the MAP assessment. The same table indicates 8th grade students performing at grade level increased by 10 percentage points as measured by the MAP assessment.

ATTENDANCE DATA
The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Teacher effectiveness is the strongest school-related determinant of student success, but chronic student absence reduces even the best teacher’s ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than
students who do not have regular attendance. This relationship between attendance and achievement may appear early in a child’s school career.

### DeRenne Attendance Data

<table>
<thead>
<tr>
<th>Absences (greater than 5)</th>
<th>2013-2014</th>
<th>2014 - 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>351</td>
<td>248</td>
</tr>
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</table>

Data on student attendance indicates a decrease in the number of student absences greater than 5 over a two year period. Absences greater than 5 days for the 2013 - 2014 school year reflect a total of 351 for students in 6th – 8th grade. Absences for the 2014 - 2015 school year indicate a decrease to 248.

**Goal 1:** Decrease the number of discipline events resulting in In-School Suspension (ISS) by 20% from 95 to 76 by May 2016. Decrease the number of discipline events resulting in Out of School Suspension (OSS) by 20% from 371 to 297 by May 2016.

**Goal 2:** Increase the number of PBIS activities by 25% by May 2016.

- Determine alternatives to OSS and ISS days.
- Implement a school wide PBIS program
- Effective use of Project Success
- Establish the after school student success program

DeRenne Middle School’s PBIS Program is a whole-school prevention model implemented to provide positive interventions and foster socially appropriate behavior by teaching and reinforcing appropriate behaviors. Outcomes of the PBIS program include increasing school safety, enhancing students’ social-behavioral skills, and creating a more positive school climate. The PBIS team established goals which included implementing the plan; identifying support systems for students; establishing expectations for student success; reviewing discipline data; tracking student progress; and implementation of an incentive program. Professional Development was provided to all faculty and staff which included effective PBIS strategies, Mindset Training and integrating character education into daily instruction.

### DeRenne Middle School

<table>
<thead>
<tr>
<th>DISCIPLINE ELEMENT</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Instances of In-School Suspension</td>
<td>132</td>
<td>95</td>
</tr>
<tr>
<td>Total Instances of Out-of-School Suspension</td>
<td>406</td>
<td>371</td>
</tr>
</tbody>
</table>

As a result of our continued redesign and implementation of a school wide PBIS program, the number of discipline events decreased during the 2014 - 2015 school year.

- As a result of the strategies implementation of a school wide PBIS program, the number of discipline events resulting in In-School Suspension decreased from 132 to 95 during the 2014 - 2015 school year as evident by the data chart; the number of discipline events resulting in Out of School Suspension decreased from 406 to 371 during the same time period.
A review of school data for the 2013 - 2015 school years revealed that although DeRenne Middle School has made gains in some areas, the school continues to face challenges. These challenges are seen as opportunities to improve in the following areas:

**Academic Rigor:** Provide a rigorous curriculum which challenges all learners to demonstrate an in-depth mastery of knowledge through reflection, discovery, processing, and reasoning thus enabling the learners with the tools to set their own goals as well as equipping them with the skills to solve real-world problems.

**Assessment:** Utilize a multifaceted approach to assessment that includes consistent use of diagnostic, formative, and summative assessments in order to monitor learner progress, provide feedback, and adjust instruction.

**Curriculum:** Ensure that the curriculum is rigorous, relevant, and aligned to the state standards and includes differentiated instructional strategies that are designed to meet the needs of all learners.

**Professional Learning:** Provide training opportunities for staff that includes, but is not limited to, Teacher Keys Evaluation System (TKES), co-teaching models, classroom management, technology integration, school leadership, and differentiation in order to guide and improve instruction.

**Technology:** Continue to integrate modern technology such as Student Response Systems, NEOs (word processing units), Document Cameras and Interactive White Boards into the classrooms to support teaching which will help improve and adjust instruction to meet the needs of modern learners.

**Discipline:** Develop high expectations for student behavior through the utilization of a unified approach that consistently enforces the school-wide discipline plan through the Positive Behavior Interventions and Support (PBIS) which includes targeted interventions to specifically address inappropriate student behaviors.

**School Culture:** Recognize teachers as instructional leaders in order to build capacity as future leaders and to enhance the school as a professional learning community. Expand and provide opportunities for frequently celebrating the accomplishments of both students and staff through PBIS activities.

**Family and Community Involvement:** Increase active engagement of family and community members as partners with the school. DeRenne Middle School acknowledges that the Comprehensive Needs Assessment is one data source for this plan; however, DeRenne Middle School is committed to further identifying and analyzing additional opportunities for improvement using Parent/Student/Teacher School Climate Surveys to determine stakeholder perceptions of the school’s learning environment.

**ROOT CAUSES:**
We have included administration, teachers, parents, and central office staff in our strategic planning process which included identifying our root causes in the area of academic achievement.

- Writing – lack of writing opportunities and instruction across the curriculum, consistent/relevant professional development
- Science/Social Studies – lack of reading strategies, vocabulary, instruction, consistent/relevant professional development
- Math – instruction, lack of focus on algebra, consistent/relevant professional development
- Reading – lack of reading strategies across the curriculum, consistent/relevant professional development
Ineffective classroom management skills or strategies
Lack of consistent parental involvement opportunities

Students, staff, parents, and community members of DeRenne Middle School will benefit from the implementation of the Title I Plan in the following areas:

- Collaboration between parents and staff will improve and thus increase student achievement.
- Professional learning activities will be geared toward the needs of teachers and their growth plans to improve instruction.
- Job-embedded professional learning opportunities will be implemented to provide guidance, as well as instruction, to the teachers in the areas of writing, reading, and math to increase student performance.
- An increase in parental and community involvement in school functions and programs.
- A focus on data analysis to improve instruction and provide a guide for the school staff development and instructional plan.
- Flexible grouping utilizing all personnel will ensure that the learning environment supports students’ needs.
- Additional teachers and paraprofessionals to lower class size.
- Academic support classes will improve reading skills of students.
- Providing an instructional focus on the writing process and promoting creativity and innovation through the use of technology, in addition to other strategies used to strengthen this skill.

Furthermore, grade level teachers will continue to meet weekly within the instructional schedule in professional learning communities (PLC) to review student work, plan performance tasks and assessments, and plan daily instruction. Teachers will review student achievement data and reflect on implemented strategies. The data will be used to develop skill specific intervention groups. Grade level teachers will meet monthly with the Response to Intervention (Response to Intervention (RTI) Team (consisting of the Response to Intervention (RTI) Coordinator, principal, assistant principal, teacher(s), school counselor, and parents) to review multiple pieces of student achievement data including mastery report card standards, develop intervention groups, discuss strategies, analyze student assessments, and make recommendations for continued support of identified students at the tier two and tier three levels.

The principal, assistant principal, Response to Intervention (RTI) chair, school counselor, classroom teachers, instructional coaches and SPED teachers comprise the committee which govern and monitor student needs throughout the entire school. The committee coordinates services, materials, placement of students, acceleration of students, and personnel in order to place the children of each grade level using state and national expectations as benchmarks. Interventions for students in need of additional support include:

- After school tutorial with content teacher
- Additional support via 21st Century
- Small group instruction
- Mentoring
- Tier 2/3 intervention groups

Students’ progress will be monitored through the Response to Intervention (RTI) process and administration. A plan of remediation will be created for these students and shared with parents. Support will also be provided for Special Education students, focusing on their individualized educational plan and the grade level standards.
2. Schoolwide reform strategies that:

*Response:* According to 2015 SRI and MAP assessment data, test scores in Math and Reading Comprehension continue to demonstrate a need for improvement. SRI and MAP data for 2015 indicates a significant number of students who are not on grade level for reading or math. In order to close the achievement gap, DeRenne Middle School will continue and/or implement the following:

- Math and Reading Support Classes
- Scholastic Reading Inventory/MAP Assessment
- Extended learning opportunities for qualifying students through the 21st CCLC after-school and summer enrichment programs; summer remedial program
- Common Assessments (USAtestprep, GoFar)
- Benchmark Assessments (USAtestprep, Aplus, Compass Learning for reading and math)

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

*Response:* We will address the needs of all children in the school, giving additional support to students in need of academic support to achieve state standards. We will continue to implement researched based instructional strategies and best practices to include graphic organizers, higher-order thinking skills, tutoring, and flexible grouping. DeRenne Middle school use federal funds, in combination with local and state monies, to provide resources and assistance such as additional teachers in all grade levels teaching all content areas to reduce class size, after school program for students struggling in math and reading, instructional materials such as books, technology, and software, and professional learning for all staff. The principal, assistant principal, Response to Intervention (RTI) chair, school counselor, classroom teachers, instructional coaches and SPED teachers comprise the committee which govern and monitor student needs throughout the entire school. The committee coordinates services, materials, placement of students, acceleration of students, and personnel in order to place the children of each grade level using state and national expectations as benchmarks.

Interventions for students in need of additional support include:

- After school tutorial with content teacher
- Additional support via 21st Century
- Small group instruction
- Mentoring
- Tier 2/3 intervention groups

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

Direct Vocabulary Instruction
All core content teachers will use Flocabulary and Isabel Beck Tier 2 Vocabulary Words and Word Generation [a research-based vocabulary program for middle school students designed to teach words through language arts, math, science, and social studies classes. Implementation of Direct Vocabulary Instruction will be evident in lesson plans and monitored through periodic walk-throughs. Professional development will be conducted by district content specialist and trained school personnel. Effective implementation of Direct Vocabulary Instructional strategies will provide opportunities for DeRenne Middle School students to meet or exceed Georgia’s proficient and advanced levels of student performance on the GMAS and SRI.

Critical Reading Skills
Based on the Common Core Standard- Range of Reading and Level of Text Complexity, explicit and systematic reading instruction is based on scientific based- reading research. Therefore, all content teachers will participate in job-embedded training that includes the following critical reading skills:
• main idea
• supporting details
• transitional words/phrases
• organizational patterns/text structure
• drawing conclusions/inferences
• fact/opinion
• tone (objective vs. subjective) (informal vs. formal language)
• purpose/point of view
• Basics of the Argument/Claim □ Constructed responses

DeRenne Middle School will provide job-embedded professional development on rigor and relevance throughout the curriculum. Professional development will include modeling; scaffolding and sharing of best practices regarding high yield research based instructional strategies. Effective implementation of the critical reading skills will provide opportunities for DeRenne Middle School students to meet or exceed Georgia’s proficient and advanced levels of student performance on the state assessment (GMAS) and/or SRI.

The Reading Process (Integrating Reading Strategies into Content)
All teachers will implement before, during, and after reading processing. In addition, language arts and social studies teachers will implement the DBQ reading strategy.

• Before Reading Activities will include graphic organizers such as What I Know, What I Want to Know, and What I Learned (K-W-L) Chart (to determine prior knowledge ), Frayer Model (adaptation of a concept map including concept word, definition, characteristics, examples and non-examples), and Thinking Maps (seven ways to graphically organize thought processes).
• During Reading Activities will include Read Aloud/Think Aloud, Think/Pair/Share, and Question, Answer, and Response (QAR).
• After Reading Activities will include nonlinguistic representation (graphic organizers), retell/summarize, and journaling.
Content area teachers will integrate researched based reading strategies into their curriculum. Successfully implementing each reading strategy will assist all students to be able to derive meaning from the text and use the skills to take what is read and connect it to existing knowledge of the topic. The reading process is designed to help teachers prepare all students to become strategic readers in the content areas. Teachers will receive job-embedded training from school-based experts, as well as district content specialist and/or contracted outside vendors. To ensure that the reading process is properly implemented, meeting agendas and sign-in sheets will be utilized. Lesson plans will show evidence of specific reading strategies implemented, which will be monitored by walk-throughs and observations. Consistent feedback will be provided by the administrators. Effective implementation of the reading process will provide opportunities for DeRenne Middle School students to meet or exceed Georgia’s proficient and advanced levels of student performance on the GMAS and SRI.

**Math Reform Strategies** - Assessment data indicates lack of student achievement in the math concept real world applications. DeRenne Middle School will effectively implement consistent real world application and cooperative grouping in order to both support and challenge student's strategic and mathematical thinking within the math curriculum for all students. Standards based lessons and use of manipulatives aligned with the curriculum will help our teachers with real-world standards-based math; these lessons ask real questions in open ended ways that require students to provide constructive responses of problems and empower students to develop their own strategies for solving them. Students must support and justify their own methods and conclusions, and evaluate the validity of others’ arguments. Job-embedded professional development will be provided to math teachers by district professional learning coaches and Pearson consultants.

Increasing Math Vocabulary and Constructed Responses –Understanding the language of math gives students the skills they need to think about, talk about, and assimilate new math concepts as they are introduced. Teachers will incorporate math interactive vocabulary notebooks in to their lesson plans. Teachers will be given the necessary teaching supplies to support student learning and the instructional process. Composition notebooks will be provided for students to maintain their interactive vocabulary notebooks. File folders will be provided for teachers to keep math writing samples collected from students.

**Science/Social Studies Reform Strategies**

Collaborative planning – All social studies and science teachers in grades 6th, 7th and 8th will be provided professional development in collaborative planning to ensure a sense of shared responsibility. Teachers will be involved in decision making relevant to student achievement by creating a rigorous hands-on instructional environment using the standards linked to the common core. Collaborative planning will facilitate the development of higher order thinking skills, inquiry based instruction (Joseph Schwab), levels of questioning, summarizing and note taking as outlined in Marzano’s Instructional Strategies. This will be conducted weekly and monitored by sign-in sheets, agendas and meetings notes summaries. Teachers will be reviewing and analyzing common assessments, student work, lesson plans and pacing guides. Planning sessions will include teacher modeling and observations, with feedback. The District’s Professional Development Team and/or school staff will provide training in analyzing data, looking at students’ work and providing meaningful student commentaries to the school.

To 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, DeRenne Middle School offers a variety of extended learning options for students.

**21st Century Community Learning Center Program**

**Saturday School**
DeRenne Middle School provides opportunities to meet the needs of its students through strategies that foster an understanding of the diverse needs of all students. The administration attends training on cultural diversity and fosters this information to the staff. Data Teams meet to analyze student achievement data, and through the Response to Intervention (RTI) process students achieve academic success by having their specific needs identified.

DeRenne Middle School provides opportunities for project based learning, hands on learning, small group instruction, and academic field trips.

- 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:* Through a process of testing, diagnosis, observations, and assessment, teachers identify students who are in need of assistance and the appropriate strategies for intervention. Because of its standards-based approach, all students are placed in the (Response to Intervention (RTI) process at the appropriate tier. Strategies and processes used to assist students with academic difficulties are monitored through weekly grade level meetings; progress monitoring, informal and formal teacher observations focus walks, and parent conferences.

DeRenne Middle School’s counselors provide a multitude of services to students which include assisting our students by providing support in academics, peer relationships and effective social skills, coping strategies, problem-solving, decision-making and conflict resolution. In addition our counselors provide guidance in career awareness, goal setting, and academic planning. Individual and small group counseling, parent and family education, resource referrals to outside agencies.

Our Special Education (SPED) department works collaboratively with school counselors, school psychologists, behavior support specialist and general curriculum teachers to support the individual learning needs of our special education students.

DeRenne Middle School strives to ensure our students are exposed to the college and career options for their future. We are a Medical and Allied Health Specialty school which affords our students the opportunity to learn more about career options in the medical field. Our school proudly offers the Health
Occupation Students of America (HOSA) club. Participation in the HOSA club affords students the opportunity to develop leadership skills and learn more about connections to the healthcare industry. In addition, our Career Technical and Agricultural Education (CTAE) courses offers our students learning experiences that begins with exploration of career options, supports academic and life skills, and enables achievement of high academic standards, leadership, and preparation for career and college.

- 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:** DeRenne Middle School provides 100 minutes per week in effective Reading/Language Arts/Math instruction for all students through our weekly instructional focus block. In addition, the school provide additional support in reading for identified 6th through grade students in the areas of Reading and Math Connections classes. Acceleration and remediation for students in need of additional academic support is provided. Student assessment data such as SRI/MAP, weekly grades, bi-weekly progress reports, and report card grades is reviewed to determine how to effectively meet the needs of students. In addition, the SRA corrective reading program and Compass Learning program are used to provide additional support to identified students.

DeRenne Middle School provides on-going progress monitoring of student achievement through the use of common assessments, as well as formative and summative assessment. Teachers meet frequently to analyze student data and make decisions based on student data.

### 3. Instruction by highly qualified professional staff

**Response:** DeRenne Middle School employs a highly qualified staff to meet the needs of the students, parents, staff, community, and school as a whole. Members of the DeRenne Middle School administration, Leadership Team, and faculty, review applications, and conduct extensive interviews with prospective candidates to seek the most qualified teachers and personnel for the school. Applicants for positions at DeRenne Middle School are asked a variety of intense interview questions to ensure a shared of philosophy of best educational practices, experience, and commitment to students. The Savannah-Chatham County Public School System provides a mentoring program (THRIVE) throughout the school year for newly hired teachers. In addition, mentoring and professional development assistance is provided to staff members who may have several years of experience but need guidance to improve certain skills. Teachers and paraprofessionals at DeRenne Middle School attend professional learning sessions, focusing on curriculum, classroom management; school and district initiatives. Savannah-Chatham County Public Schools follows the state of Georgia’s guidelines in implementing the Teacher Keys Evaluation System (TKES). Instructional evaluations are administered and supervised by the administrators of DeRenne Middle School.

There are no certification deficiencies at DeRenne Middle School as all teachers and paraprofessionals are highly qualified as designated by the state of Georgia and noted on the HiQ report.
DeRenne Middle School has a highly qualified staff that is committed to helping all children learn. Staff members go through a selection process before being hired for a teaching position. The average number of years teaching experience is 15 years.

Highly Qualified Percentage: 100% of teachers at our school are Highly Qualified

100% of Para Professionals at our school are Highly Qualified

### Teachers at our school and their Qualification

<table>
<thead>
<tr>
<th>Degrees</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelors</td>
<td>16</td>
<td>35%</td>
</tr>
<tr>
<td>Masters</td>
<td>20</td>
<td>43%</td>
</tr>
<tr>
<td>Specialist</td>
<td>10</td>
<td>22%</td>
</tr>
<tr>
<td>Doctorate</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

### Teachers at our School and Years of Experience

<table>
<thead>
<tr>
<th>Years of Experience</th>
<th>3 Years and Under</th>
<th>4 to 10 Years</th>
<th>11 Years or over</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11</td>
<td>16</td>
<td>19</td>
</tr>
</tbody>
</table>

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:** All teachers will participate in job embedded professional learning that will take place through Professional Learning Communities (PLC’s), peer observations, modeling, and workshops. In addition, the school master schedule includes professional learning opportunities through a common planning time.

The professional learning plan for DeRenne Middle School is based on the school improvement goals created through the school improvement planning process. Based on data analysis of the MAP, SRI, Common Assessments, TKES observations, and classroom performance, training sessions are planned to assist faculty and staff members in identifying areas of need and/or planning interventions and strategies. The DeRenne Middle School professional learning plan is developed based on a comprehensive needs assessment. The school’s professional learning plan and implementation is designed by administration, instructional leaders, teachers, and paraprofessionals. Each staff member is afforded the required time necessary to complete training.
The school-wide writing plan has been revised based on data analysis of student performance on District Writing assessments for students in all grades. In addition, the district has implemented a District Writing Plan. Training will encompass the constructive responses and extended responses in all core content areas; observation of writing conferences between teacher and student, classroom management and organization, and teacher commentary, as well as monthly mock writing assessments for students. District Professional Learning Coaches will conduct training for the teachers in our target areas of professional learning. These areas will include CCGPS training for math, reading, ELA, and science. In addition, training on the use of formal assessments, improving math instruction, understanding rigor and several other topics.

Teachers will continue to be required to attend conferences, district level training sessions, and other school programs to gain new strategies and techniques. Teachers are encouraged to participate in district level committees and task force teams. They are given time to collaborate with fellow teachers on a daily basis, at weekly grade level professional learning community time, and at faculty meetings.

Data analysis is an ongoing process to determine student needs. Instructional and professional learning decisions are data driven. We evaluate the effectiveness of instruction, strategies, and programs through the Title I program in order to best serve our students and parents.

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

Response: Savannah Chatham County Public School System’s (SCCPSS) Human Resource Department in conjunction with Title 1 schools employ a number of methods to recruit high-quality highly qualified teachers to include using: Teachers-Teacher.com., K-12 Job Spot, EdWeek –Top School Jobs, College Educator Fairs, Tweets, Career Recruitment Fairs, and SCCPSS website postings.

The SCCPSS Human Resource Department screens all applications to insure that teachers are high-quality high qualified prior to releasing application for interview to Title 1 schools. This ensures that all teachers hired are properly vetted before a school begins the interview process.

At the school level we ensure all of our instructional and non-instructional staff meet requirements to be highly qualified.

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

Response: In an effort to strengthen student academic achievement by increasing family involvement, we have involved our parents in decisions regarding how the 1% reserved fund will be used for parental involvement; we have involved parents in the planning, review, and improvement of the school-wide program plan by soliciting their input in the planning and goal setting process, providing updated data on student achievement, and training parents about available resources and appropriate intervention strategies.

We have developed a Parent Involvement Policy (Appendix 1) that includes strategies to increase parent involvement: parent meetings, parent trainings, parent goal setting sessions, parent volunteer opportunities. Our Parent Involvement Policy was developed with input from teacher, parents and community members. School-Parent compacts which are intended to build a
strong partnership between home and school have been developed with input from teacher, parents, students and teachers (Appendix 2).

Parent verbal and written communication and opinions are highly valued and collected when possible at meetings, during conversations and through surveys.

To keep parents and the community better informed of our intentions related to family involvement we will make the school-wide program plan, Parent Policy and School-Parent Compacts available to the LEA, parents, and the public (internet, at public meetings and in the school’s Parent Resource Center). Surveys as well as phone calls went out to parents in the month of April. There were 65 surveys returned from all three grade levels which represents 11% of the total student population. The results indicate that our parents provided valuable information that will help us in developing our School Accountability Plan. Our plan will include planning of workshops for parents, more curriculum events and purchasing resources for the parents to access via the parent center.

The parents are happy to have a Parent Involvement Facilitator in the school because there is someone they can communicate with and ask questions about things they do not understand. Parents were also excited to know that the parent facilitator can provide them with resources that would help them with dealing with their children as well as getting obtaining resources for assistance within their homes. In addition, the survey results indicate we will have to provide more workshops and childcare for the parents when events are held. Some parents also indicated a need for transportation.

Parents would like to continue to receive newsletters and phone calls about different events being held at the school. Some parents did express having emails sent as well as social media and text messages as a way of communication. In addition, we will continue to send out flyers and make phone calls while we determine if text messaging is an option for the upcoming school year.

We offer two different time frames for our meetings which are at 9am and 6pm to accommodate our parents work schedules. The results show that these meeting times are what they need so we will continue to offer varying times for parent meetings and workshops to ensure we give all the parents an opportunity to attend the events.

While the parent workshops and meetings are not always well attended, the curriculum events such as report card pick up and curriculum nights are always well attended. Parents have indicated the time for the events are always convenient. DeRenne will continue to push for parent participation and make adjustments to help parents become more involved with their children at the school. We are always open for suggestions and will take them all into consideration.

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 and/or students entering middle or high school to include new student during the school year.

Response: The Preschool Transition Component is not applicable to middle school. However, our counselors and SPED representative collaborate with feeder elementary schools to ensure a
seamless transition for 5th graders coming to the 6th grade. Elementary counselors forward data from our feeder schools to our counselors regarding test scores, teacher recommendations, REP and SPED placement.

- **Fifth-Grade Transition/Shadow Day** – Fifth-grade students spend a day at the feeder middle school. Each fifth-grade student is assigned to “shadow” a sixth-grade student to learn about the middle school experience.

- **Open House** is held before school begins in the fall. The Guidance Department assists eighth graders in completing a program of study and graduation plan. In addition, the Guidance Department coordinates with the high school counselors and Career Coaches to meet with eighth grade students in the spring to help assist with course selection and develop their ninth grade schedule.

- A transition camp for incoming sixth-grade students is being considered for identified students in need of additional academic support as identified by feeder schools.

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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:** DeRenne Middle School utilizes multiple ways of communicating student learning and improvement efforts. Communication among the school, community, and parents occurs through the student agenda, newsletters, parent meetings, monthly calendars, Parent Connect, Edulink, school websites and teacher websites.

Our school's assessment data is located on the Georgia Department of Education website, and the Savannah-Chatham County School District website. Individual student reports are sent home with each student.

The School Council, which is made up of parents, community representatives, teachers, and the principal, meets at least four times a year to discuss and monitor the school improvement initiatives.

Data from standardized tests, common assessments created by teachers, and other formative data are analyzed and compared to school, district, state, and national averages to determine areas needing improvement.

- **Academic teams at DeRenne Middle School** meet weekly by grade levels to collaboratively plan for the upcoming weeks. Teachers meet monthly by departments to collaborate and review data. Teachers align their lessons with the CCGPS and county pacing guides. Instructional strategies are shared between colleagues to improve student achievement in all subject areas.

- **Data analysis meetings** are held monthly; grade level teams and the leadership team examine the strengths and weaknesses of GoFAR Assessments, SRI, and MAP assessment data. A plan is devised, shared, and approved by the administration for re-teaching and reassessing the standards that were not met by individual students.

- The administration will also conduct pre and post conferences with teachers to discuss assessment data. Teachers are given an opportunity to reflect on the master schedule of the school throughout the school year and analyze the effectiveness of the schedule in meeting the needs of all students.
The leadership team monitors instruction and student achievement through teacher observations, grade level meetings, data analysis meetings, department meetings, leadership meetings and professional learning opportunities.

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 of CCGPS standards be provided with effective, timely additional assistance. Activities to provide assistance to students who experience difficulty mastering standards include:
- Instructional support from administration and instructional team
- Collaborative planning
- Extended day tutoring for all content area classes
- Data analysis
- 21st Century program
- Response to Intervention (RTI)

We will ensure that students’ difficulties are identified on a timely bases through the following methods:
- Collaborative planning
- Data analysis/profile meetings
- Progress reports/report cards
- Conferences
- Response to Intervention (RTI)
- Attendance Support Team

Periodic training for teachers will include the following:
- Professional learning opportunities
- Data analysis meetings
- Professional Learning Communities

DeRenne Middle School recognizes parental involvement is vital to the success of the student. Teacher parent conferences detail the school efforts that are in place to assist the student, what the parents can do to help the student, and additional assistance available to the student at the school or within the community include the following:
- Current reports of each child’s progress;
- Provide an informational ‘fact sheet’ concerning the Title I Program.
- Parent conferences
- Curriculum nights
- PTA meetings
- Parent surveys to allow for parent input and assist with future planning (mid-year and end of year);
●Provide a school-parent compact (promise);
●Provide home activities to reinforce learning;
●Parent communication
●Provide parents with information on the professional qualifications of their child’s teacher
●Provide opportunities for parents and community volunteers to come into the school and work with teachers and school personnel as partners in educating the students;
●Continue to develop relationship with business and community leaders to forge strong relationships with the school and students.
●Support for all students to meet the Reading and Math Benchmark Promotion Criteria
●Support for all students to meet the promotion criteria for all subjects and grade levels.

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:

<table>
<thead>
<tr>
<th>Programs/Services</th>
<th>School Year 2015 - 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I, Part A: Improving Basic Programs Operated by Local Education Agencies Targeted Assistance Program</td>
<td>Teachers to provide additional support and reduce the pupil/teacher ratio. Teachers to provide additional support and reduce the pupil/teacher ratio.</td>
</tr>
<tr>
<td>Jacqueline Baker</td>
<td>Math</td>
</tr>
<tr>
<td>Allison Crouch</td>
<td>Reading</td>
</tr>
<tr>
<td>Jessica Johnson</td>
<td>Math</td>
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<tr>
<td>Albertha Morris</td>
<td>Social Studies</td>
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<tr>
<td>Rachelle Garrett</td>
<td>Science</td>
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<tr>
<td>Terri Mobley</td>
<td>Math</td>
</tr>
<tr>
<td>Jeanne Brown</td>
<td>Language Arts</td>
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<tr>
<td>Matisha Brown</td>
<td>Parent Involvement Facilitator</td>
</tr>
<tr>
<td>Briana Johnson</td>
<td>Para</td>
</tr>
</tbody>
</table>

Title I funds will be utilized to purchase items which will assist students in mastering Georgia Performance Standards. Title I funds will be utilized to purchase items which will assist students in mastering Georgia Performance Standards.

1. Computer assisted technology programs such as Gallopade, STAR Reading, Study Island and USA Test Prep will be used to improve instruction. After-school, Saturday school, and Summer school tutorial for remediation and credit recovery
2. Leveled readers (classroom libraries) to encourage both fiction and nonfiction interest as well as reading across the curriculum
3. Customized Professional development activities for teachers
4. Parent involvement activities and materials to help parents support their students at home

| Title II A: Teacher and principal Training and Recruiting Fund | Professional Development Courses as needed by individual or groups of teachers  
Substitutes during such activities  
Stipends for teachers to attend PDs |
|---|---|
| Title V, part B: 21st Century Learning Communities | After school tutorial for both remediation and enrichment  
Educational, Psychological, and Social Development of all students |
| Carl Perkins | N/A |
| CHANCE (Small Learning Communities) | N/A |
| ESPLOST | Technology upgrades  
Building Upgrades |
| State Funds | REP – for Math and Reading remediation  
Gifted and Talented Education Teachers  
Media Center books and technology  
Instructional supplies  
After school and Saturday School tutoring  
Special Education teachers and paraprofessionals |
| Local Funds 349/and or 322 | Local Salary Supplements for additional support after school; Saturday school;  
credit recovery; tutorial;  
Incentive Programs  
Fulltime Nurse |
| Other | PTA  
Business Partners |

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

Response: Parents will receive individual student test results for all required state assessments. For state tests, individual student results are sent to the local schools where the results are given to the parents in hard copy with explanations through conferences, curriculum night events or mailed to the student’s home. Interpretation of test results is sent with the student scores. Whenever possible, letters explaining results are translated in the student’s home language. Parents will be invited to parent-teacher conferences so that teachers may provide detailed explanations of local, state and national assessments and to discuss individual student achievement. Between those conferences, teachers communicate with parents on a regular basis through phone calls, emails and weekly reports. Parent notifications are sent via automated phone messaging, school’s website, newsletters, content-area parent training, parent conferences, and PTA meetings. Interpretation of assessment results may be given in a workshop and/or conference setting. Weekly classroom assessments are sent home along with rubrics and scoring.
procedures. Examples of items communicated include: Annual CCRPI scores
Progress report/report card
Benchmark reports
Conference notes
Critical Decision letters
Parent Conference meetings are another opportunity for parents to discuss their student’s achievement with teachers and other professionals.

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

Response: The College and Career Ready Performance Index (CCRPI), is a comprehensive school improvement, accountability, and communication platform for all educational stakeholders that will promote college and career readiness for all Georgia public school students. The CCRPI is available to parents and the community on the Georgia Department of Education website (www.doe.k12.ga.us).

Each Chatham County Public School’s data is published in the District Accountability Plan posted on the website (www.sccpss.com). The report includes trends in data and highlights programs that schools are implementing to increase student achievement. The most recent version is included with this schoolwide plan which will be available for parent to read at the parent center.

Each school year, DeRenne Middle School works with the Office of Student Research and Accountability to update and maintain the most current data and information that identifies trends within the data.

- Last school year’s student composite and disaggregated data
- The school’s composite and disaggregated data
- Trends in data
- Teacher and student demographic data
- Highlights of programs being implemented to increase student achievement
- Student highlights

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

Response: The statistical validity and reliability of the instruments administered are maintained by the Georgia Department of Education. Also, initial reports of assessment results will be downloaded from the GADOE portal and reviewed for accuracy. Teachers and staff will be trained by the school Testing Coordinator for each test administration throughout the school year. This training will make certain that the testing results will be valid and reliable.

Additionally, a designee from the Special Education Department, the ELL Coordinator, the Gifted Coordinator and the 504 Coordinator will all collaborate to appropriately code groups that require testing accommodations to include: testing in a small group setting with use of calculator and extended time.


Response: For each major assessment throughout the year, the overall results of the testing, (GMAS, EOCs, SRI, MAP, DIBELS) as well as the data disaggregated by subgroups, will be shared with the faculty and staff. The central office will prepare a press release of disaggregated data that will be posted to the Chatham County School System website. Also, a link to this site
will be included on DeRenne Middle School’s website. Additionally, this information will be released to the local media. The Principal will present a summary of the testing data to the School Council, which will consist of community members, parents, and teachers. The Leadership Team will prepare disaggregated data, charts, and graphs to be displayed in data rooms throughout the school. A summary of testing data will also be presented to stakeholders through email messages, school-wide announcements, workshops, and other communication methods.

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 school leadership teams met multiple times during the school year to review data, prioritize needs, and develop strategies to increase student achievement. The goals of the plan were shared with teachers during pre-planning. Parents, students (where applicable) and community partners were invited to provide input and feedback. This plan is intended for implementation throughout the 2015-2016 school year. Revisions will be made as new data is presented.

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: Parents and stakeholders are invited to a Parent Forum in which a variety of topics are discussed. They are contacted by various means such as flyers, marquee announcements, call-out, and messages on the school’s website. At the meeting, committee members are given an update of schoolwide data, and areas of strengths and weaknesses are shared. The schoolwide plan is reviewed and together the committee discovers the schools needs of the most at-risk students and what the instructional focus needs to be and what needs to be done to meet those goals. The Title 1 budget draft is shared and parents and stakeholders are encouraged to provide feedback and offer input on how the Title 1 funds should be spent at DeRenne Middle School. The Title 1 parent involvement policy is reviewed from 2014-2015. School-Parent Compact and the schoolwide Calendar of Events are shared. Questions are answered which clarifies parents’ understanding of the purpose and layout of the documents. Parents and stakeholders are encouraged to offer feedback on each of the items discussed. Additionally, teachers met during planning times and were given the opportunity to provide feedback on the School Improvement Plan, the Parent Policy and the School-Parent Compacts. Students were also surveyed and their input was taken into consideration as these documents were developed.

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

Response: All components of our Title I School-wide Plan including the Parent Policy, School-Parent Compact, and School Improvement Goals, are available to all stakeholders upon request. Our plans are also available in the office and school’s website.

- availability of the plan in the media center and the parent center
- Plan posted on the website
- District website under Accountability tab

A copy of the plan will be provided if requested.
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:** DeRenne Middle School’s population for the 2015-2016 school year consists of English and Non-English speaking students. Therefore, the School Improvement Plan will be translated for parents and families in their home language. All parent meetings that reference the Plan will be conducted in English and in the primary language of the parents in attendance.

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

**Response:** Beginning with the 2012-2013 school year, the GaDOE transitioned from needs improvement (NI) school designations based on adequate yearly progress (AYP) reports to Reward, Priority, Focus and Alert Schools designations based on ESEA Flexibility Waiver formulas. Title I schools will now implement specific programs and interventions based on Reward, Priority, Focus, and Alert Schools status. In addition, the GaDOE ESEA Flexibility Waiver outlines Georgia’s new Single Statewide Accountability System, the College and Career Readiness Performance Index (CCRPI). The CCRPI will serve as a comprehensive report card for all schools in Georgia. The state system will give parents, students, teachers and families a more complete and comprehensive picture of where a school or district is meeting performance expectations and where it is not.

The Georgia ESEA Flexibility Waiver also eliminated Supplemental Educational Services (SES) and Public School Choice (Choice). However, for schools designated as Priority or Focus (or Alert if they choose to provide the service) the Georgia ESEA Flexibility Waiver provides greater flexibility in designing a Flexible Learning Program (FLP) tailored to the needs of the schools. As a result, these identified schools will have the capacity to serve more students in need of additional academic support.

DeRenne Middle School has not been given a school designation this year which means we are continuing to provide a quality education to all of our students.
Schoolwide Program Checklist

All components of a schoolwide program plan must be addressed. Those areas marked Not Met need additional development.

*Denotes required components as set forth in Section 1114 of Elementary and Secondary Education Act of 1965 (ESEA).

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<td></td>
<td>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).</td>
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<td>2. Schoolwide reform strategies that:</td>
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<td>• 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).</td>
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<td>• Use effective methods and instructional strategies that are based on scientifically based research that:</td>
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<td>• strengthen the core academic program in the school.</td>
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<td>• increase the amount and quality of learning time, such as providing an extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum</td>
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<td>• include strategies for meeting the educational needs of historically underserved populations</td>
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|     | • Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:  
  • counseling, pupil services, and mentoring services;  
  • college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and  
  • the integration of vocational and technical education programs; and  
  • 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. |
|     | 3. Instruction by highly qualified teachers. |
|     | 4. In accordance with Section 1119 and subsection (a)(4), high-quality 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. |
|     | 5. Strategies to attract high-quality highly qualified teachers to high-need schools. |
|     | 6. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services. |
|     | 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. |
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.

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<td>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.</td>
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<td>10.</td>
<td>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.</td>
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<td>11.</td>
<td>Description of how individual student assessment results and interpretation will be provided to parents.</td>
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<td>Provisions for the collection and disaggregation of data on the achievement and assessment results of students.</td>
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<td>Provisions to ensure that disaggregated assessment results for each category are valid and reliable.</td>
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