

Franklin County Middle School Title I Plan  
2011-2012

- **A comprehensive needs assessment of the entire school which addresses all academic areas and other factors that may affect achievement.**

The Georgia School Keys (GAPSS) were used to identify areas of concern. We participated in a SACS reaccreditation. The School Leadership Team members, and our local school council used available data to determine goals and strategies. Surveys were provided to parents and staff members. These survey results were also used. Performance data was used when goals were determined for our School Improvement Plan.

- **School-wide reform strategies that are scientifically researched based.**  
FCMS staff members have participated in Assessment for Learning professional learning over the last several years resulting in use of AFL strategies school wide.
- **Provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.**

Acceleration and intervention in Math and Reading is provided in scheduled blocks daily. The ELT/INV period is 50 minutes long. Students are also served through special education, when appropriate, especially the use of coteaching classes. Tier 2 interventions include academic Connections classes to assist students who struggle in math and/or reading. Tutors are utilized to provide additional assistance for struggling math students. Struggling learners are closely monitored in our Pyramid of Intervention through the student support team and special education, as well as through a focus monitoring process for teachers.

- **Are based upon effective means of raising student achievement.**

Best practices are used. Our staff is LFS and Marzano trained as well as increasing their use of Assessment for Learning strategies. Differentiation and needs-based instruction is provided. Resources are being used to maximize student achievement performance.

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

Our schedule provides for Math, Reading, and English Language Arts. These blocks are at least 50 minutes in length. All students receive grade level instruction and an intervention/acceleration period of a minimum of 50 minutes. Again, Marzano, LFS and AFL instructional strategies and methods are used.

- **Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under Educate America Act.**

Our School Improvement Plan addresses the performance of our black students, students with disabilities, and economically disadvantaged students, and all students. Our focus is based on the results from CRCT data. We also use 40-day short-term action plans. Our RTI committee, which includes the Academic Connections teachers, progress monitors targeted students. Math, Language Arts, and Science teachers focus monitor students in subgroups.

- **Instruction by highly qualified professional staff.**

Ninety-seven percent of teachers at FCMS are highly qualified. The teachers who are not considered HiQ at this time are on a plan to be HiQ as soon as possible through GACE testing, endorsement classes or college classes.

- **Strategies to attract high quality, highly qualified teachers to high-needs schools.**

A needs assessment is conducted to determine specifics of an opening. Applications are screened to ensure highly qualified candidates are considered. Candidates are interviewed using job-specific questions. Interview committees set criteria and determine recommendations for hiring.

- **Professional development for staff to enable all children in the school to meet performance standards.**

The school focus for professional learning this year will be Assessment for Learning strategies. Setting criteria, using samples, and specific feedback are the focus areas for the school. PL will be provided by the academic coach/administration/consultants throughout the year. A consultant/coach is also used to provide professional learning and coaching to teachers in co-teaching pairs to improve instructional strategies for SWD. Marzano strategies are also part of the research based practices that will be demonstrated and taught this year. Teachers have individual professional growth plans based on a self-assessment. Differentiated PL will be provided for teachers in the requested areas based on the PGP.

- **Strategies to increase parental involvement.**

Our school has a parental involvement plan that addresses communication between home and school and parental involvement opportunities. We provide a Parent Resource Center where parents can receive help pamphlets on various subjects, school supplies, and test practice materials. All materials

are free. Parents are also able to check materials/books out of the media center. Our parental involvement committee plans events to bring parents to the school. We have a volunteer parent coordinator who organizes volunteers. The principal and the volunteer coordinator utilize an email database to facilitate communication between the school and parents.

- **Plans for assisting preschool children in the transition from early childhood programs to local elementary school program.**

**N/A**

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

Faculty members are represented on the Building Leadership Team. This council meets monthly. Our school is represented by six members on the Teacher Advisory Council. TAC meets monthly with the superintendent. Faculty meetings are held monthly. Collaborative grade level department meetings are held at least once weekly. Instructional decisions are made by the School Leadership Team, which is comprised of staff members from each area of the school, and meets twice monthly.

- **Coordination and integration of Federal, State, and local services and programs.**
- **List of State and local educational agency programs and other Federal programs that will be included.**

Gifted Education  
Special Education  
Alpine  
Professional Learning  
Media  
Classroom Guidance  
Business Partners  
Title I  
ESOL  
Migrant Education  
Other Programs that may be available

- **Description of how resources from Title I and other sources will be used.**

Title I resources are used to supply faculty and staff resources to best meet student needs. Title I resources are used to provide technology, including computers and Smartboards, and other supplies for classroom use. Funds are also used to pay for substitutes for collaboration. Title I Parent Involvement funds are used to pay for a subscription to a newsletter for parents called "The Middle Years".

- **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.**

Yes.

- **Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:**

Differentiation in the Tier 1 SB classrooms, use of research based strategies. Movement into and out of intervention (during ELT). Tier 2 interventions including Academic Connections. Teachers constantly monitor student achievement to determine need for assistance.

- **Measures to ensure that students' difficulties are identified on a timely basis.**

Students are monitored based on available data. Grouping for remediation and acceleration is flexible and fluid. Instruction is data driven. Testgate data and other probes are used to monitor throughout the school year. Classworks and Study Island assessments are used at Tier 2. SST and POI are functioning and prevalent for at risk students.

- **Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties.**

Periodic training is provided through our comprehensive professional learning. Benchmarks and progress monitoring data analyzation is led by the Academic Coach. The POI team works monthly to provide teachers' effective intervention suggestions.

- **Teacher-parent 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.**

Conferences are available for all parents. Conferences often include the

academic coach, counselor, diagnostician, or special education teacher. Teachers and parents may arrange for the conference.

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

Individual assessment results are shared with parents through Infinite Campus, information sheets, and parent conferences. CRCT results are picked up in the office by parents or mailed. The teacher, principal, assistant principal, academic coaches and counselor are available to help parents interpret scores. An accompanying letter addresses issues with interpretation.

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

The system department of teaching and learning collects and disaggregates student achievement data with assistance from Pioneer RESA. Results of CRCT and benchmarks are given to principal. Further disaggregation of benchmarks occurs at the building level down to the classroom teacher.

- **Provisions for seeking statistically sound results for each category for which assessment results are disaggregated.**

Pioneer RESA experts assist in disaggregation data so that we have accurate and up-to-date information to promote higher student achievement.

- **Provisions for public reporting of disaggregated data.**

The Georgia Department of Education has a website for the public reporting of disaggregated data.

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

Plan is developed during a one year period. Our plan is revisited and revised each year.

- **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).**

Faculty, staff, parents, and our local school council are involved in the development of our plan.

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

Our Title I Parental Involvement Plan is sent home each year and copies are made available at Open House and Parent Night. Our School Improvement Plan, and the Parental Involvement plan, is presented to the local school council for approval. Both plans are posted on the school website.

- **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.**

Title I information is provided in Spanish.

- **Plan is subject to the school improvement provisions of section 1116.**

Yes.

