



Mustangs Mirroring Excellence Everyday

**Bibb County School District
 CONSOLIDATED SCHOOL IMPROVEMENT PLAN
 2010-2012**

The Consolidated School Improvement Plan (CSIP) contains and/or is aligned with the following guidelines and mandates:

Elementary and Secondary Education Act (ESEA)	Federal and State mandate Required for all Bibb County Schools
AdvancEd (SACS CASI)	Required for District-wide Accreditation
Georgia Department of Education Annual School Improvement Plan	Georgia DOE mandate Required for all Bibb County School District Schools
AYP Addendum (as appropriate) ___ NI School Improvement Focus Plan (NI-1 and NI-2) ___ Corrective Action Plan (NI-3 and NI-4) ___ Restructuring Plan (NI-5+)	NI, Corrective, and Restructuring Plans must be implemented in the same year written with a two-year plan required. Revisions may be made as new data becomes available.
Title I ___ New Title I Schoolwide Plan ___ Annual Addendum ___ Targeted Assistance Plan	Required for all Title I Bibb County School District Schools New Schoolwide Plans require a stakeholder survey and an intensive year-long research and planning process
Bibb County School District Plans Special Education Plan Professional Learning Plan	Required for all Bibb County School District Schools The Professional Learning Budget should be placed in the CSIP Appendix and copied to the Department of Professional Learning.

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Statement of Quality Assurance

To ensure that school improvement stakeholders have a common understanding regarding the development and implementation of the Consolidated School Improvement Plan prior to its approval, each party is asked to carefully review this section and the plan in its entirety. By his or her signature on this page, each party attests to the fact that he or she approves of the plan.

I hereby certify that, to the best of my knowledge, the information contained in the attached Consolidated Schoolwide Improvement Plan (CSIP) is correct, complete, addresses all components required under Federal, State, and district laws, policies, and regulations, and that all specified assurances have been and/or will be met within the operating period of this plan.	
Principal:	Date:
Deputy Assistant Superintendent:	Date:
Director of Special Programs:	Date:
Title I School Improvement Coordinator:	Date:
Superintendent:	Date:

Establishing a CSIP Facilitator, Steering Committee, and Subcommittees

The principal appoints a CSIP Facilitator and ensures that the Steering Committee (SC) is representative of all stakeholders. The CSIP Facilitator is responsible for oversight of the CSIP throughout the planning process and the submission of the final document to the principal for approval. The SC is comprised of the CSIP Facilitator and the chairpersons of all subcommittees. The SC and subcommittees are responsible for the development, the on-going monitoring, and implementation of the CSIP. The SC will make necessary revisions to the Plan, collect evidence files for Quality Assurance and perform the End-of-Year Review of the school’s success in implementing the Consolidated School Improvement Plan.

Integration of AdvancED (SACS CASI) and Georgia DOE School Standards

The following standards are incorporated and adhered to in this CCSIP document:

	AdvancED (SACS CASI) Accreditation Standards	Georgia School Standards
1	Vision and Purpose	Sequenced and Organized School Curriculum
2	Governance and Leadership	Collaborative Planning for Curriculum Delivery
3	Teaching and Learning	Systematic Process for Monitoring/Evaluating Curriculum Implementation
4	Documenting and Using Results	Systematic Use of Data to Maximize Student Achievement
5	Resources and Support Systems	Comprehensive School-Based Assessment and Evaluation System
6	Stakeholder Communications and Relationships	Data Analysis
7	Commitment to Continuous Improvement	Instructional Alignment with GPS and District Expectations
8		Research-Based Instruction
9		High Expectations for All Learners
10		Shared Vision and Mission
11		Comprehensive School Improvement Planning Process
12		Collaborative Planning for Fiscal Management and Resource Distribution
13		Safe, Productive, and Inviting Learning Atmosphere
14		Active and Sustained Involvement of Student, Family, and Community
15		Organizational Structures and Process for Stakeholder Involvement
16		Stakeholder Needs Addressed through Services and Partnerships
17		Professional Learning Communities
18		Alignment of Professional Learning with School Goals and Best Practices
19		Professional Learning Content
20		Leadership Commitment to High Expectations
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22		Distributed Leadership and Planning
23		Shared Governance
24		School Culture Reflects and Reinforces Stakeholder Growth
25		Community of Teaching and Learning

CSIP Steering Committee Members

Participant/Role	Printed Name	Signature
CSIP Facilitator	Dr. Dawn Owens	
School Administrator	Dr. Sherri Flagg	
School Counselor	Chasha Colbert Sonja Gibson Lakeshia Williams	
Special Education Representative	Linda Jones	
Parent/Community Representative	Becky Oliver	
Leadership Chair	Jon Smith	
Data Team Representative	Olena Stadnick	
Research Chair	Dr. Carolyn Jones	
Media Specialist	Ruth Harn	
Professional Learning Liaison	Tawanya Wilson	
Classroom Teacher	Sally Moody	
Writing and Editing Chair	Tawanya Wilson	
Family Engagement Facilitator	Janice Scott	
Other	Title I School Improvement Specialist Dr. Dawn Owens	

CSIP Steering Committee Members

Participant/Role	Description of Role
CSIP Facilitator	Review plan and monitor progress in plan development
School Administrator	Communicate implementation of plan to Title I School Improvement Coordinators and stakeholders
School Counselor	Serve as liaison between parent and School Improvement implementation in the school guidance focus <i>(from the guidance perspective)</i>
Special Education Representative	Serve as liaison between general education and Special Education to ensure the needs of Students with Disabilities are met
Parent/Community Representative	Serve as voice for the parents and share their views on School Improvement
Leadership Chair	Represent the School Leadership Team in the School Improvement Process
Data Team Representative	Present data from a variety of sources on School Improvement
Research Chair	Work with data chair to evaluate current research to support the School Improvement process Share research with staff and support staff initiatives on School Improvement
Media Specialist	Provide information as to current resources available and work to ensure additional resources are procured to support School Improvement
Professional Learning Liaison	Coordinate professional learning process to support School Improvement Plan implementation
Classroom Teacher	Assist in identification of classroom practices that support School Improvement goals and student learning
Writing and Editing Chair	Consolidate information to write the plan and maintain the history of the process
Family Engagement Facilitator	Ensure family engagement opportunities through the plan development process
Other	Title I School Improvement Specialist - Ensure that information is transferred from the 2010-2011 Schoolwide plan to the CSIP

**School Achievement Planning Process
Establishing a School Improvement Team (SIT) and subcommittees**

The principal assures that the SIT is representative of all stakeholders. The SIT and subcommittees are responsible for the development, the on-going monitoring, and implementation of the CSIP. The SIT will make necessary revisions to the Plan, collect evidence files for Quality Assurance and perform the End-of-Year Review of the school’s success in implementing the Consolidated School Improvement Plan. The SIT is comprised by the member of all Subcommittees.

Subcommittee: VISION and MISSION

Participants	Names	Signatures	Position/Role
Chairperson	Dr. Sherri Flagg		Principal
Committee Member	Ann Letsinger		Teacher
Committee Member	Guy Seredick		Teacher
Committee Member	Tamekia Price		Teacher
Committee Member	Carlton Rowe		Teacher

Subcommittee: DATA COLLECTION

Participants	Names	Signatures	Position/Role
Chairperson	Olena Stadnick		Math Coach
Committee Member	Terra Gallemore		Teacher
Committee Member	Linda Rhodes		Register

Subcommittee: RESEARCH

Participants	Names	Signatures	Position/Role
Chairperson	Dr. Carolyn Jones		Assistant Principal
Committee Member	Jody Dukes		Teacher
Committee Member	Steve Handy		Teacher
Committee Member	Catherine Starr		Chorus Teacher

Subcommittee: CONTENT ACTION PLAN (Reading/ELA)

Participants	Names	Signatures	Position/Role
Chairperson	Andria Magallano		Teacher
Committee Member	Howard Scott		Teacher
Committee Member	Tawanya Wilson		Performance Learning Coach
Committee Member	Mary Bateman		Teacher
Committee Member	Rosa Amaechi		Teacher
Committee Member	Willa Carmona		Teacher
Committee Member	Sabrina McGhee		Teacher
Committee Member	Cheryl Ross-Jackson		Teacher
Committee Member	Deborah Braswell		Teacher
Committee Member	David Campbell		Teacher
Committee Member	Ruth Harn		Teacher

Subcommittee: CONTENT ACTION PLAN (Math)

Participants	Names	Signatures	Position/Role
Chairperson	Sally Moody		Teacher
Committee Member	Alicia Chambliss		Teacher
Committee Member	Venessia Chatman		Teacher
Committee Member	Arlene Cosio		Teacher
Committee Member	Deann Duke		Teacher
Committee Member	Gene Collins		Teacher
Committee Member	Stacey Monroe		Teacher
Committee Member	Jennifer Brown		Teacher
Committee Member	Cynthia Starr		Teacher
Committee Member	LaTasha Roquemore		Teacher
Committee Member	Stephanie Harris		Teacher
Committee Member	Olena Stadnick		Math Coach

Subcommittee: CONTENT ACTION PLAN (Science)

Participants	Names	Signatures	Position/Role
Chairperson	Judy Griffin		Teacher
Committee Member	Debra Johnson		Teacher
Committee Member	Kelly Roche		Teacher
Committee Member	Lavonda Ross		Teacher
Committee Member	Tanisha White		Teacher
Committee Member	Greta Brantley		Teacher
Committee Member	Whitney Stokes		Teacher
Committee Member	Tiffany Lester		Teacher
Committee Member	Dr. Carolyn Jones		Assistant Principal

Subcommittee: CONTENT ACTION PLAN (Social Studies)

Participants	Names	Signatures	Position/Role
Chairperson	Randy Barlow		Teacher
Committee Member	Helen Leslie		Teacher
Committee Member	Katrina Green		Teacher
Committee Member	Michelle Banks		Teacher
Committee Member	Tony Washington		Teacher
Committee Member	Henry Royal		Teacher
Committee Member	Shirley Turner		Teacher
Committee Member	Art Banks		Teacher
Committee Member	Jon Smith		Assistant Principal

Subcommittee: Attendance Action Plan

Participants	Names	Signatures	Position/Role
Chairperson	Lakeshia Williams		Counselor
Committee Member	Sonja Gibson		Counselor
Committee Member	Chasha Colbert		Counselor
Committee Member	Carmalita Dillard		Counselor
Committee Member	Linda Smith		Data Clerk
Committee Member	Janice Scott		Family Engagement Facilitator

Subcommittee: Special Education Action Plan

Participants	Names	Signatures	Position/Role
Chairperson	Linda Jones		PEC Lead Teacher
Committee Member	Kathryn Kennedy		Teacher
Committee Member	Cindy Roadamel		Teacher
Committee Member	Patrick Hodges		Teacher
Committee Member	Sophia Smith		Teacher
Committee Member	Kathryn Barnett		Teacher
Committee Member	L atifah Williams		Speech/Language Therapist
Committee Member	Susan Park		Paraprofessional
Committee Member	Joseph Turner		Paraprofessional
Committee Member	Naketa Cornegay		Paraprofessional

Subcommittee: SCHOOL CULTURE/SCHOOL-WIDE DISCIPLINE

Participants	Names	Signatures	Position/Role
Chairperson	Lakeshia Williams		Counselor
Committee Member	Sonja Gibson		Counselor
Committee Member	Chasha Colbert		Counselor
Committee Member	Carmilita Dillard		Graduation Counselor
Committee Member	Jon Smith		Assistant Principal
Committee Member	Dr. Carolyn Jones		Assistant Principal
Committee Member	Vernice Banks		Clerk
Committee Member	Cherly Woolfolk		ISS

Subcommittee: PROFESSIONAL LEARNING (PLC)

Participants	Names	Signatures	Position/Role
Chairperson	Tawanya Wilson		Performance Learning Coach
Committee Member	Dr. Carolyn Jones		Assistant Principal
Committee Member	Lakeshia Williams		Counselor
Committee Member	Olena Stadnick		Math Coach
Committee Member	Sally Moody		Teacher

Subcommittee: PARENT INVOLVEMENT

Participants	Names	Signatures	Position/Role
Chairperson	Janice Scott		Family Engagement Facilitator
Committee Member	Linda Guice		Meida Clerk
Committee Member	Carmalita Dillard		Counselor
Committee Member	Chasha Colbert		Counselor

Subcommittee: QUALITY REVIEW

Participants	Names	Signatures	Position/Role
Chairperson	Jon Smith		Assistant Principal
Committee Member	Arch Riley		Head Custodian
Committee Member	Lisa Krommes		Bookkeeper
Committee Member	Debbie Groeper		Secretary
Committee Member	Donna Chambliss		Lunchroom Manager
Committee Member	Jody Dukes		Teacher

Subcommittee: WRITING AND EDITING

Participants	Names	Signatures	Position/Role
Chairperson	Tawanya Wilson		Media Specialist
Committee Member	Sophia Smith		Teacher
Committee Member	Dr. Heather Richter		Band Teacher
Committee Member	Lakeshia Williams		Counselor
Committee Member	Andria Magallano		Teacher

Subcommittee: Parent Participants

Participants	Names	Signatures	Position/Role
Chairperson			PTSO President
Committee Member	Dr. Sherri Flagg		Principal
Committee Member	Janice Scott		Family Engagement Facilitator
Committee Member			School Council Parent
Committee Member			School Council Parent

Developing a Comprehensive Needs Assessment (ESEA Mandate)

School Profile:

According to the 2009 Georgia DOE Report Card, the student population of Miller Magnet Middle School consisted of 778 students: 86% African American, 10% Caucasian, 2% multi-racial, 2% Hispanic, 6% Asian, and 9% Students with Disabilities (SWD). The school currently has an 81% free and reduced lunch rate. The families located in the Miller Magnet Middle School zone are from both two parent households and single parent households. Mostly homes but a few and apartments surround the vicinity. The population consists of both stable and mobile families. Miller Magnet Middle School has been an icon in the Macon community for many years. Thousands of families have participated in the application process to send their children through our magnet program. The waiting list normally consists of hundreds of families anxiously anticipating a chance for their child to attend our school.

A 2000 School of Excellence, Miller Magnet Middle School has provided quality education to the children it has served for years. Miller parents consistently express enthusiasm regarding the instructional program provided at Miller Magnet Middle School. The vigorous, enriching curriculum, competent teachers, parental involvement, and high expectations are only a few components of our school that draw families to our school like a magnet. Miller students are known for performing phenomenally in county and statewide competitions. We continue to be successful in the Academic Team and Math Team competitions. We have students who compete on a state level in the Media, Science, and Technology Fairs. Students have performed successfully in oratorical contests and History Day competitions. The Fine Arts Department develops fine musicians whom receive superior ratings in musical competitions. Art students' works have been displayed throughout Macon in local businesses and at the Board of Education. Miller students are involved in extracurricular activities, which broaden their middle school experience. Students are also actively involved in giving back to their community by conducting food and toys drives for needy families and other volunteer services. The school's goal is to provide our students with a well-rounded learning experience to assist them in becoming productive citizens of a global society.

Describe how the school stakeholders and the CSIP Steering Committee developed a comprehensive needs assessment. Include information about when, where, and how the team met*.

Miller Magnet Middle School is committed to utilizing data to improve student achievement, in creating an enriching learning environment for its students and serving the needs of the community. The Comprehensive Needs Assessment process was conducted utilizing a variety of formats. These included Title I parent survey, professional development needs assessment, BellSouth survey, a series of teacher reflection meetings and summer leadership school improvement conference. All stakeholders, administrators, teachers, students, parents, and community members were included in this process. All available data on student achievement was disaggregated and analyzed for all student populations at Miller Middle School. Teams, as well as individuals, were asked to list areas of strengths and weakness to begin planning

strategies that will have a positive impact on instruction. Student achievement data steers the instructional process at Miller Middle School. At Miller, we are continuously updating data in order to improve student achievement and performance.

List the types of data analyzed and placed in the appendix.

In order to ensure an increase in standardized test scores, information from multiple sources will be utilized to guide decision making and to prioritize needs.

- CRCT
- Universal Screening
- ITBS
- GaDOE School Report Card
- SuccessMaker Lab Reports
- Writing Assessments Grades 6
- Mini-assessments
- AYP report
- Benchmark Results
- Star Reader and Star Math

CRCT 2010

GRADE LEVEL	READING	LANGUAGE ARTS	MATH	SCIENCE	SOCIAL STUDIES
Grade – Six	87%	95%	65%	44%	50%
Grade – Seven	83%	87%	81%	64%	64%
Grade – Eight	93%	88%	67%	43%	46%
School-wide	87%	90%	75%	48%	51%
SWD	69%	60%	37%		

** preliminary data – results not certified*

Identify the subgroups for which assessment results are disaggregated regardless of whether or not the subgroup is large enough to constitute a group that affects AYP.

All available data was disaggregated for individual students, classes, grade levels, school level, bubble students, PEC, ethnic groups, gender groups, and economically disadvantaged students. Every aspect of student data is analyzed in determining the focus of the school improvement process as well as being used in developing weekly lesson plans. This data analysis includes CRCT test data, teacher and student attendance data, discipline, content area meetings and faculty meetings. School achievement data is then disaggregated by AYP subgroups that exist within

the school, gender, grade level, and CRCT content domain. Groups that are examined in the disaggregation of data include race, gender, Students with Disabilities and Economically Disadvantaged students.

School Mission and Vision

	Bibb County School District	School
<p>Vision What is our image of a successful school for our stakeholders?</p>	<p>Vision Achievement and Performance for... Every child Every classroom Every school</p>	<p>Vision Achievement and Performance ... Every child Every classroom Every day</p>
<p>Mission How will we make our vision a reality?</p>	<p>Mission Our Mission is to provide a high quality education for all Bibb County students in a safe and comfortable environment, and to make use of all human and technological resources in preparing graduates for post-high school objectives.</p>	<p>Mission The mission of the Miller Magnet Middle School is to cultivate independent thinkers by providing a rigorous and balanced curriculum.</p>
<p>Values What beliefs and standards guide our mission?</p>	<p>Values</p> <ul style="list-style-type: none"> • Highly qualified workforce • Positive culture and climate • Communication and Information • Student Achievement 	<p>Values</p> <ul style="list-style-type: none"> • Highly qualified workforce • Positive culture and climate • Communication and Information • Student Achievement

Leadership and Governance

Describe the school's strengths.

Milled Fine Arts Middle School provides a safe, orderly learning environment where faculty and staff have high expectations for student performance. Miller Middle School houses the Fine Arts Magnet Program for middle school students across the district. Miller Fine Arts Middle School consistently scores average to above average on standardized tests. The area of English and Language Arts, specifically reading, produces high standardized test scores across grade level on a consistent basis.

What evidence do you have to support this perception?

The effectiveness of the implementation of the school wide plan was evident through the following:

- ✓ Improved collaborative planning
- ✓ Cross grade level planning
- ✓ Consistency within grade levels
- ✓ More effective utilization of support personnel
- ✓ Professional development was aligned with county initiatives

CRCT/AYP reports, results of needs assessment, disaggregated data, student progress reports and report card grades, mini-assessments, PEC assessments, and Universal Screener

Describe the school's opportunities for improvement.

Although, through the data analysis we were able to confirm that math, science and social studies remain the primary areas for student improvement, we will continue to address the needs of at-risk students who are and performing below the state requirements in the reading.

- Eight-Steps Process (PDCA)
- Utilized the Eight Step Process: i.e. Instructional Focus Calendars, Mini Assessments, etc.
- Additional enrichment classes that focused on students that did not meet the standards to include hands-on instruction
- Success Maker Lab
- STEEP Math
- Department Collaboration/ Team Common Planning to progress monitor
- Spring Intervention
- Test Talks
- Extended Day Tutorial
- Response to Intervention (RTI)

- Counselors/ Graduation Coach/Family Engagement Facilitator

What evidence do you have to support this perception?

Analysis of 2009 – 2010 student achievement data indicates that Math, Science, and Social Studies scores are below average for all grade levels. CRCT data also shows an increased percentage of students meeting and achieving minimal levels on Reading and English/Language Arts on the CRCT. Ongoing progress monitoring, through mini assessments, Skills Tutor, and SuccessMaker lab reports indicates improvement at all grade levels in areas of Reading and Math.

CRCT/AYP reports, results of needs assessment, disaggregated data, student progress reports and report card grades, mini-assessments, PEC assessments, and Universal Screener continue to provide a variety of supportive data for school improvement.

Describe the current governance structure/decision-making process of the school.

Miller Middle School has a data-driven and consensus-oriented process where all stakeholders have an opportunity to participate in shared decision-making and problem solving. The Miller Middle School Leadership Team and Better Seeking Team have representatives from different departments within the school. The teams meet monthly to analyze data and make instructional decisions based upon the data. Input from parents is sought at PTO meetings and School Council Meetings.

Describe how the school leadership makes instructional decisions regarding staffing, creating a master schedule, selecting instructional initiatives, and providing professional learning opportunities.

Instructional decisions are data driven in nature and based on student performance on a variety of formative and summative assessments. The master schedule is designed to support student achievement. Staffing decisions are driven by student achievement data and teacher certification. Professional learning is designed to be collaborative in nature and is developed using student performance data that serves to foster the development of a professional learning community.

Briefly describe how the leadership communicates and enlists the assistance of central office personnel to ensure that SACS standards are met in the areas of non-instructional support (facilities, finance, transportation, nutrition, and health).

The leadership of Miller Middle School ensures clear and effective communication among and between all stakeholders for the support of student achievement. When services that are directly or indirectly connected to student achievement are jeopardized, the appropriate district personnel are contacted. The administration works with district personnel to resolve all concerns.

School Culture/Climate

Describe the methods utilized to ensure a school culture that is pervasively academic and demonstrates high expectations for teaching and learning. Consider such factors as maximization of instructional time, common planning time, job-embedded professional development, philosophy reflects belief that all students can and will learn, etc.

The administration of Miller Middle School sets high expectations for all staff and students. The school transitions are generally smooth and students are well-behaved. The instructional day is protected by keeping interruptions to a minimum. The master schedule allots common planning to teachers, which encourages team, content, and grade level collaboration. The school's motto "Mustangs Mirroring Excellence Everyday" is evident as the teachers and students embrace one another and academics with care, concern and rigorous instruction. At Miller Magnet Middle School, students are not only learning subject matter but also how to live responsibly and productively in a civilized society. Part of our mission is to instill respect for others' rights and property, to insist on courtesy and polite social conduct, and to impress all students with the importance of teaching and learning as it applies to their lives and to America. Miller Magnet Middle students are encouraged to always remember their M&M'S. **Make responsible choice...Maintain good character...Show respect to all.**

Describe how the school-wide discipline plan is developed and/or revised*.

The school-wide discipline plan was developed with the help and support of the discipline team. The team met to review and revise the school-wide discipline plan. The Discipline Committee meets regularly to review student and teacher discipline data. This group addresses discipline concerns and revises policy, procedures, rituals and routines as needed for student success.

Describe the methods utilized to address the social and emotional growth of each student.

Miller Middle School uses a variety of methods to address the social and emotional growth of each student. The counseling department, school social worker, school psychologist, and other school personnel work very closely with teachers to identify and address students' specific needs. The school improvement team will add an additional counselor to assist with student social, emotional and academic growth. Specific examples for this newly created position will include but will not be limited to:

- Small group counseling for students who need additional support based on relevant social, emotional and academic issues.
- Classroom guidance lessons conducted by the counselor will include but will not be limited to – academic success, transition, career choices and future planning, prevention/intervention, mentoring, attendance.
- Mentor program
- Peer helpers – small group counseling – to provide emotional and academic support.
- Prevention-Intervention sessions
- Staff professional learning activities, in which they learn how to identify and support students with social, emotional and academic issues.

Teacher Involvement in Decisions Regarding the Use of Academic Assessments (ESEA Mandate)

Explain how data resulting from academic assessments are used to inform and revise daily instruction.

Teachers are trained and empowered to disaggregate and interpret data in order to utilize that information to drive instructional decisions. CRCT and ITBS results are thoroughly examined and the results used to guide teaching and learning. Student instruction will be determined by the needs of each student based on the ongoing assessments. Instruction will be continually modified to meet the needs in areas of concerns.

Describe how teachers are involved in the decision-making process of selecting, implementing and monitoring academic assessments.

All results of standardized tests and benchmark testing are analyzed as quickly as possible. Teachers are given autonomy to develop enriching lessons to address specific strengths and weaknesses. The teachers are charged with analyzing data individually and as a team to develop plans of remediation and for enrichment based on formal and informal assessments. Teachers are also encouraged to use alternative forms of assessments to support student teaching and learning. The assistant principals, performance learning and instructional coaches, and counselors meet with each team of teachers to analyze test data and to set goals for student achievement. Teachers on the same team have common planning time to discuss individual needs of the students. They share ideas and incorporate “reading and writing across the curriculum” and implement interdisciplinary units of instruction. This collaboration provides teachers with an overall assessment of the student and his or her learning styles, which aids in the differentiation of instructional strategies. The entire staff makes all decisions. Information or requests are given to the staff either through a faculty meeting or from department chairperson. Teachers are trained and empowered to utilize data to drive instructional decisions. Faculty and staff participate in book studies that focus on decision making and implement, evaluate, and modify practices to meet the needs of students. Strengths and weaknesses of each student are identified through various tests including formative and summative core and content assessments. Programs that provide additional assistance and support for students as needed include, Response to Intervention (RTI), Student Support Team (SST), and Program for Exceptional Children (PEC).

Stakeholder Communication (ESEA Mandate)

1. Provide Individual Student Assessment Results and Interpretation to Parents

Describe the process by which teachers and administrators interpret and articulate assessment results to stakeholders.

Ongoing assessments of student achievement and communication of assessment will be available to parents through mid-term progress reports, and report cards. Progress reports are sent home every four weeks and one-half weeks, and report cards go home every nine weeks. Counselors will conduct a meeting to review test results with parents and to assist parents in the interpretation of test data. Teachers will communicate directly with parents through telephone calls, notes home, and email as they monitor student progress. Teachers routinely schedule individual conferences with parents and are available for conferences at the request of a parent.

2. Provisions for Public Reporting of Disaggregated Data

Describe the various ways by which your school will communicate to the widest possible range of stakeholders (e.g., parents and community) the results of the disaggregated data.

Disaggregated test data shall be reported to the public in accordance with state guidelines. The State Report Card and local system reports shall be disseminated to the media at the state and system levels. Teachers serve as members of the Better Seeking Team and actively participate in shared decision making at all school levels.

3. Public Dissemination of the School Improvement Plan to all Stakeholders

Describe the methods and media by which the CSIP will be communicated with school stakeholders, including staff members, student, parents, and community members. *

Copies of the plan will be maintained in the Title I system office, in the school level Title I records notebook in the principal's office, and in the assistant principal's office. Copies will be readily available for parents and stakeholders upon request.

4. Standardized assessment data are collected and reported in accordance to state guidelines

5. Disaggregated assessment results meet the reliability and validity requirements as established by the state and are thereby statistically sound and researched-based.

*Translation or interpretation of the plan, to the extent feasible, shall be provided for any language that a significant percentage of the parents of participating students in the school speak as their primary language.

Instruction by Highly Qualified Teachers (ESEA Mandate)

Describe the policies and procedures used to ensure adherence to Federal mandates regarding “Highly Qualified” instructors.

The staff at Miller Magnet Middle School is highly qualified. The administration at Miller Magnet Middle School works diligently with the Bibb County Public School district Human Resource department to recruit, hire and retain the most highly qualified teachers in adherence to Federal and State mandates and guidelines.

Describe policies, procedures, initiative, and programs in place to recruit and retain highly qualified instructors at this school.

Miller Magnet Middle School maintains communication with the Bibb County School District Human Resources office to identify highly qualified teachers when a vacancy occurs. The school administrative team and teachers participate in the annual job fair to attract new teachers. Additional resources include student teachers and local college teacher programs.

Focusing Daily Lessons and Differentiating Instruction to Meet Student Needs (ESEA Mandate)

Describe how administrators, teachers, and instructional support personnel ensure the use of a standards based curriculum delivery.

The Leadership Team, Better Seeking Team, Subject Area Departments and Grade Level Clusters meet on a regular basis to discuss curriculum, instruction and assessment. All administrators and Leadership Team members observe grade level classes. Teachers meet weekly to discuss lessons and strategies that will be used to differentiate the instruction for the various modalities in each class. Instructional support personnel from the district and the school visit classrooms throughout the year and report their findings to the administrative team. They also offer feedback to each teacher to enable them to improve delivery of the standards.

Describe how administrators, teachers, and instructional support personnel: plan for, implement, and monitor research-based instruction that is effective and appropriate to student needs.

At Miller Magnet Middle School, we are guided by a vision of achievement and performance for every child, in every classroom, every day. The stakeholders in Miller Middle School are deeply committed to the idea of the Title I program providing an additional opportunity for our students to receive a substantive education. As indicated in our comprehensive needs assessment, the Professional Development Needs Assessments and Bell South Survey, we acknowledge the growing need for in-depth and explicit instruction, for both remedial purpose and new learning that takes place inside and beyond the traditional classroom at our school. Administrators, department chairs, and academic coaches

conduct formal and informal observations weekly which are designed to address instructional setting, delivery, and methods of differentiating instruction. Focus walks are used to check for artifacts and ask students and teachers questions to determine if students are engaged in higher levels of understanding. The Eight-Step Process is a continual monitoring tool that helps teachers assess instructional practices and student needs in order to maintain practices or make modifications to ensure cutting-edge instruction is taking place. Participation rates in specific programs, student grades, and CRCT test scores will be analyzed to monitor and evaluate student achievement.

Explain the role of RTI/Student Support Team (SST) process in identifying students at risk and the process established to customize, monitor, and evaluate effective strategies used to address students academic barriers.

Miller Magnet Middle School's RTI team supports the Bibb County School District's early intervention process by providing instructional supports for struggling students who may or may not need a referral to the Program for Exceptional Children. Students who show difficulty performing academically are identified and supplemental instructional support is given to those students.

Describe how plans are developed and implemented to address the needs of students who have not met expectations.

Numerous plans are developed and implemented to address the needs of students who have not met expectations. Students are given additional support through their connections classes and teachers reteach skills during skills time. These students also have the opportunity to work within their ability level and build additional skills in a weekly computer program called SuccessMaker. In the classroom, lesson plans are modified in the areas of reading and math. For example, students participate in an instructional focus lesson at the beginning of the day that is based on specific indicators such as sentence structure and problem solving. These students have an opportunity to come for two hour Saturday tutoring sessions in February and March. Students who have not met expectations in reading and math participate in winter intervention. During winter intervention, students are placed into small learning community groups and are given one hour of additional intensive instruction in reading and math. A pre-assessment was utilized to determine the specific standards and skills that teachers would focus on throughout their lesson.

Describe the procedures in place to identify and address the needs of students who have met expectations in order to facilitate their progress toward exceeding expectations.

Students are given additional support through their connections classes and teachers reteach skills during skills time. At the beginning and end of the school year, students who have not met expectations (799 or lower on the CRCT in Reading and Math) are identified using standardized test analysis. Teachers group students according to performance levels: Performance level 1 (799 or lower), Performance level 2 (800-849), and Performance level 3 (above 850). Teachers and students discuss test scores using test talks to identify short-term and long-term goals. These students participate in Connection Skills Classes and lessons are modified for small group instruction (ex: guided reading). Throughout the year, student progress is monitored using periodic testing such as STAR reader/math, system wide benchmarks, portfolios of student products, and standards-based pre- and post-assessments.

Describe the school-wide policies, procedures and programs in place to address the needs of gifted, talented, and high achieving students through academic rigor (advanced academics). How does the school schedule and classroom instruction ensure academic rigor, promote student engagement, and increase student achievement for students with high ability levels?

Teachers work collaboratively to set higher expectations and establish deeper levels of academic rigor for those students who meet eligibility criteria for gifted and higher achiever status. Gifted students are placed into a gifted cluster and are exposed to coursework that encourages them to broaden and deepen their understanding of Georgia Performance Standards. In these classes, students are responsible for actively engaging in the process of learning as teachers take on the role of a facilitator.

Providing Students with Effective Timely Additional Assistance to Meet Students Needs (ESEA Mandate)

Describe how and when students in need of additional assistance are identified.

Students in need of additional assistance are identified through a variety of means, such as: CRCT/AYP data to identify bubble students, min-assessments, implementation of common rubrics, PEC evaluations, progress reports, and report card grades.

Describe how and when data is reviewed to ensure that student progress is occurring.

Disaggregation of test data is done immediately upon arrival. The administrative team broke the grade levels down by subject area and assessed the performance. Teachers were then given the data to disaggregate and determine what areas were below mastery. Teams as well as individuals were asked to list areas of weakness and strength to begin planning strategies that will have a positive impact on instruction for the next school year.

The process of monitoring student achievement is on-going and is done through the Better Seeking Team, grade level teams, and core and content subject areas teams.

List training opportunities provided to teachers in the identification of student difficulties, data analysis, and the appropriate assistance for identified difficulties.

Professional learning continues to be an integral part of Miller Middle School's success. A professional learning plan exists to ensure there is a roadmap to reach the educational goals and objectives of the school, state and federal mandated requirements. The plan is based on strategies that are designed to equip teachers with the necessary tools and to provide them with the necessary support to ensure success.

Describe any academic or behavioral growth opportunities provided outside the regular classroom environment in order to assist students in identifying and reaching their goals.

Teachers have several support personnel and professional development opportunities at Miller Middle School. The Performance Learning Coach and the Math Coach models and observes lessons for teachers.

Plans for Assisting Children during Transitions (ESEA Mandate)

Describe your plans for assisting student transition (new students, PreK to Kindergarten, elementary to middle, middle to high, early childhood programs, Special Education, English Language Learners Program, group home participants, etc.). CSIP, GNETS, Ombudsman, and Home School.

Miller Magnet Middle School employs several strategies to assist students in transitioning from elementary school to middle school and from middle school to high school include:

In the spring of the year, we have our “Smooth Move” for all fifth grade students from our feeder schools to attend an informational assembly, tour the school, and visit classrooms. Parents and students are encouraged to visit our web site for information on what our Fine Arts Magnet School offers.

In the spring of the year, students, the counselors, and the principal from Central High School visit Miller Magnet Middle School to talk about Central High School and answer questions. Before the end of the year, eighth grade students visit the campus of Central High School. The counselors and other faculty from Central work closely with MMMS faculty to provide helpful information so that students may successfully choose classes for their ninth grade year. The counselors remain available to answer questions that students may have.

A Title I – Funded ARRA Graduation Coach serves Miller Magnet Middle School students and staff with transition planning.

Support Services for Student Learning

To be completed by the counselor(s):

Describe how the school provides support through counseling and academic advisements that provides access to an adult advisor, mentor, or counselor.

Miller Middle School will implement a Faculty Advisement Program. Students will be placed with a certified teacher as their advisor. Students will meet twice a month with the advisor. It is the desire of Miller Middle School to obtain an additional School Counselor via Title I funds. This additional counselor is necessary as this individual will target “at-risk” students and assist in preparing them for academic success. The counselor will ensure that these students are equipped with all of the essential tools needed to reach their full potential academically, socially/personally, and career wise. In addition, this counselor will assist “at-risk” students as they transition through their middle school experience. The counselor will enhance this transition through individual counseling, group counseling, and career exploration. The goal of the counselor is to ensure when “at-risk” students leave middle school they are properly prepared to excel at the high school and post secondary level.

Describe how counselors, social workers, Prevention/Intervention specialists, and other student support personnel work with the district office and outside agencies to meet student needs.

Support personnel meets with students in small groups to provide students with additional support. The school counselor, social worker, school nurse consult and collaborate with each other to ensure academic, behavioral, social, mental, and emotional health for all students. County identified procedures are closely followed when the need for outside intervention occurs. The school social worker assigned to Miller Middle School quickly makes contact with the Department of Family and Children Services (DFCS) when it is deemed necessary. In addition, the Counseling Department supports visits to the school by DFCS workers. The school also receives services from agencies such as Goggle Eye Care 4 Kids which provide free eye exams and glasses to qualifying students. In addition to providing referrals for eye exams, Help A Child Smile visits Miller twice a year to provide dentistry services to students.

Strategies to Increase Parental Involvement (ESEAMandate)

Describe the parent/community outreach activities and initiatives in place.

Miller Middle School makes special efforts to engage families in school. Opportunities are available for parental and family involvement through events planned by the Family Engagement Facilitator. A meeting is held in the fall to make parents aware that the school is a Title I school. Topics for parent workshops are based on the parent surveys and include such topics as Family Math and Science Night, Improving My Child's Behavior, Bridging the Communication Gap, Developing Effective Parenting Styles, Improving My Child's Reading Skills, Talent Show, Building My child's Self Esteem, Parent Nights for CRCT, and Ensuring Success with Reading. PTO programs and council meetings are held four to six times per school year. Parents are encouraged to visit the school regularly and to assist with test monitoring; the Book Fair, class activities, grade level and clubs fund raisers, and AR parties.

Describe how parents and community members are involved in the school decision-making process.

Parents and community stakeholders have opportunities to participate in school decision making through the PTO, the School Advisory Council, through parent workshop evaluations, and by completing surveys for the needs assessment.

Describe the level of involvement of parents and community members in the development of the CSIP.

Parents participate in the development of the CSIP by reviewing the plan and submitting suggestions and changes to the steering team.

***Briefly describe the process used for developing and implementing Title I compacts and Parent Involvement Policies (if applicable).**

At the beginning of the school year, each Title I school must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is a part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact 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.

Specific responsibilities and expectations are stated, and all parties are required to sign the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions that will support effective parental involvement and strengthen student academic achievement. A Parent Involvement Plan is designed to meet the needs of the school constituents. The Family Engagement Facilitator coordinates this process and works to develop a plan based on the surveys and input from the parents through PTO. The plan is designed to increase opportunities for parents to be actively involved in the academic success of their child or children. The plan provides for open communication between the stakeholders, namely the parents and the school faculty and staff.

Coordination and Integration of Federal, State, and Local Services and Programs

All federal, state, and local funds and resources are combined through the Fund 400 to maximize benefits from all programs to the students.

Funding Sources	Amount	Targeted Audience	State connection to SI plan by providing 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	Title I	All Stakeholders	<ul style="list-style-type: none"> • All funds from Title I will be used to benefit the students at Miller Middle School. Instructional materials will be purchased to assist classroom teachers. • An additional School Counselor will be funded via Title I funds to support teaching and learning and ensure academic, social and emotional success of targeted students. • An Academic Math Coach will be funded via Title I funds in order to increase achievement and performance for staff and students in the area of Mathematics. • Two content area classroom teachers will be funded to reduce class size and to expand the quantity and quality of instruction. • Staff members will be sent to various conferences in order to gain additional knowledge in various subject areas and school improvement. • Substitutes will be paid for teachers to have planning time during the school year. • Stipends will be paid to teachers who assist with Saturday tutoring, Implement and Afterschool program and school improvement. • Stipends will be paid to staff members to attend Summer School Improvement Training and Planning Sessions • Technology, audio-visual equipment and supplies will be purchased to enhance instruction and support teaching and learning. • Home-School Communication Handbooks/Planners

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State Funds	QBE	All Stakeholders	<ul style="list-style-type: none"> Per Pupil funding will be used to purchase materials and supplies that support the instructional program.
Local Professional Learning Funds		All Stakeholders	<ul style="list-style-type: none"> The funds for professional learning will be used to send teachers to training to help them in the areas of writing, math, Differentiated Instruction, and Response to Intervention.
PTSA/PTA/ PTO	TBA	All Stakeholders	<ul style="list-style-type: none"> PTO provides programs and funding designed to support cultural activities and instructional needs of students.
Partners in Education	TBA	All Stakeholders	<ul style="list-style-type: none"> Partners in Education provide programs and funding designed to support the instructional needs of our students.
Other (list)			

Copies of all budgets referenced in this section should be placed in the appendix.

Reading/English/Language Arts Action Plan (ESEA Mandate)					
Annual Measurable Objective: Increase the number of students in grades six through eight meeting and exceeding standards in Reading/English Languages Arts from 90% to 95% as measured by the Spring 2011 Georgia CRCT.					
Intervention	Professional Learning Needed	Estimated Cost and Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
				Evidence of Progress Monitoring	Evidence of Mastery
Implement the 25-book standard for all students Implementation of Principal’s Book of the Month (BOM) designed to help expand and integrate knowledge and build classroom libraries.	None	40 copies of each title every month	Ongoing= August 2010- May 2011 ELA Teachers Dept. Chair PLC Principal	Lesson plans, Student products, AR quizzes, Reading logs Focus Walks Students using the book	AR scores, Completed reading logs, AIMS Web testing Quality of student work,
Provides support and resources for teachers in the areas of teaching and assessing reading.	None	Printing Cost \$1000	August 2010- May 2011 Teachers	Comprehension scores, DRA	Benchmark Assessments, Quality of student work, ITBS, CRCT, AR, STAR, Running Records, AIMS Web

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<p>Collaborate monthly for ELA teachers to learn reading strategies – collaborative planning, demonstration meetings, and reflection on practice (demos based on strategies from MG Reading taught county-wide by Dept. Chair)</p> <p>Planning Days will be held every nine weeks review previously taught skills and discuss new strategies for assessing reading and writing.</p> <p>Each teacher’s schedule will allow time for reading to students, reading with students, and independent reading.</p>	<p>Workshop style dept. meetings, PL coursework</p> <p>Professional Learning Communities Follow up sessions</p>	<p>\$1000 for 3 days (subs)</p>	<p>Ongoing- August 2010- May 2011</p> <p>ELA Teachers Dept. Chair PLC Principal</p>	<p>Lesson plans: Implementation of strategies learned</p>	<p>CRCT results AIMS Web testing results</p>
<p>Classroom libraries that support reading at each child’s independent reading level.</p>	<p>None</p>	<p>\$2,800.00</p>	<p>2010-2011 Department Chairperson</p>	<p>Utilization of books by students Classroom libraries</p>	<p>Assessments, Quality of student work, AR, STAR, Running Records</p>
<p>Require AP standard training for all ELA teachers (that have not previously had it)</p>	<p>PL Pre-AP training sessions</p>		<p>Ongoing- August 2010- May 2011</p> <p>ELA Teachers Dept. Chair PLC Principal</p>	<p>Lesson plans: Implementation of strategies learned</p>	<p>Rigor of Pre-AP classes, Observation of strategies in classrooms, student products, CRCT results</p>

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<p>Increase teacher’s knowledge of strategies to improve achievement in Language Arts for thinking and problem solving including the comprehension strategies.</p>	<p>Small group planning Critical thinking and problem solving. <u>Strategies that Work</u>, <u>Reading with Meaning</u></p>	<p>School-based staff development Book study \$500 Release Time \$2000 Instructional Supplies \$2500</p>	<p>August 2010- May 2011</p>		<p>Benchmark Assessments, Quality of student work, ITBS, CRCT, AR, STAR, Running Records</p>
<p>Provide training on how to effectively implement the writing process Maintain and monitor writing folders</p>	<p>PL Courses focused on writing for ELA teachers</p>		<p>Ongoing- August 2010- May 2011 ELA Teachers Dept. Chair PLC Principal</p>	<p>Student writing in progress = writing folders, rubrics, meaningful teacher commentary</p>	<p>Completed writing folders, evaluation forms from Dept. Chair / BOE representative 8th grade writing scores</p>
<p>Write Across the Curriculum</p>	<p>PL Courses focused on writing for ELA and other content area teachers</p>		<p>Ongoing- August 2010- May 2011 ELA Teachers ALL Dept. Chairs PLC Principal</p>	<p>Student writing in progress = additional content area pieces added to writing folders, rubrics, meaningful teacher commentary</p>	<p>Completed writing folders, evaluation forms from Dept. Chair / BOE representative 8th grade writing scores</p>

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Daily journals = "Write to Think"	None		Ongoing- August 2010- May 2011 ELA Teachers ALL Dept. Chairs PLC Principal	Journals in progress	Completed journals, evaluations, observations of teachers using this practice / strategy
Technology Integration: Teachers are using TLC carts, Smart Boards, Wireless Labs, Alpha-Smarts, and CPS units to deliver enhanced instruction. SuccessMaker, Skills Tutor, Reading Web, AR, Star Reader,	\$1200	August 2010- May 2011		Benchmark Assessments, Quality of student work, ITBS, CRCT, AR, CRCT, STAR, Running Records, Writing Assessments, Lab Reports	

Mathematics (ESEA Mandate)					
Annual Measurable Objective: Increase the number of students in grades six through eight meeting and exceeding standards in Mathematics from 74% to 80% as measured by the Spring 2011 Georgia CRCT. All students will show a 4% improvement in the areas of measurement, geometry, and problem-solving as measured by district-wide benchmarks (Thinkgate).					
Intervention	Professional Learning Needed	Estimated Cost and Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
				Evidence of Progress Monitoring	Evidence of Mastery
<p>Increase teachers' mathematics content knowledge and use of manipulatives in each math classroom.</p> <p>Workshop 1: 8th grade (square roots and Pythagorean theorem)</p> <p>Workshop 2 (Sep. 23rd): 6th grade (8-9:30 a.m): M6N1a,c,f,d,e 7th grade (11 – 12:30 p.m.): M7D1c,d M7A1b ; M7A3 8th grade (1 – 2:30 p.m.): M8N1g, j</p> <p>WORKSHOP 3 (October 7th): 6th grade: M6A1, M6A3; M6A2b, d, e 7th grade: M7N1a; M7A3d; M7A2 8th grade: M8A2; M8A3; M8D1</p> <p>WORKSHOP 4 (December 9th): 6th grade: M6G1a, b, c; M6M1 7th grade: M7A3d; M7G3; M7A2 8th grade: M8D4; M8A4</p> <p>WORKSHOP 5 (March 10th): 6th grade: M6M2 and M6D2 7th grade: to be decided 8th grade: M8G1</p>	<p>Math content workshops that include manipulative use geared to the middle grades Georgia Performance Standards</p>	<p>Printing Cost \$1000</p>	<p>August 2010-May 2011 Ms. Stadnick (math coach) and Mrs. Lyn Janes (Bibb BOE math curriculum coordinator)</p>	<p>Student/teacher articulating how the manipulative is useful</p> <p>Attendance Log of Training</p> <p>Formal and Informal Observations</p> <p>Lesson Plans</p>	<p>Bench mark Scores</p> <p>CRCT Scores</p> <p>Unit test results</p>

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<p>To deepen math content and ways of assessing students, teachers will participate in the live or recorded Elluminate Webinars for each upcoming Unit. The webinars are provided by the Georgia Department of Education. Teachers will review sample assessment items for each unit; determine the Depth of Knowledge for each assessment item (DOK), and reflect of the items:</p> <ul style="list-style-type: none"> - What are the item's strengths/weaknesses - How will your students respond/why, - How well does it assess the standard/element 	<p>Job embedded professional development</p>	<p>Print materials</p>	<p>Department chair Academic focus team leaders Math Coach</p>	<p>1. Attendance log; 2. Teachers' unit assessments will include the appropriate amount of DOK 1, (25%) DOK 2 (50%), DOK 3 (25%) types of questions</p>	<p>Unit Tests, quizzes</p>
<p>Utilize researched based instructional strategies to improve student achievement. Teachers will:</p> <ul style="list-style-type: none"> - read assigned chapters as a grade-level - present the chapters at the book study group - implement the chosen strategies - come back to a follow up book study group to discuss the implementation process and its strengths and weaknesses 	<p>Job Embedded Professional development: Book Study: Guided Math: A Framework for mathematics instruction (by Lanney Sammons)</p>	<p>School-based staff development Book study \$500 Release Time \$3000</p>	<p>August 2010-October 2010 Math Coach Math Department Chair Teachers Administrators</p>	<p>teacher articulating how the book has improved instruction Attendance Log of Training Formal and Informal Observations Lesson Plans</p>	<p>Bench Mark Scores CRCT Scores</p>

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<p>Increase the Use of The Georgia Department Of Education Frameworks to deepen student understanding of mathematical concepts. Teachers will be introduced to <i>Frameworks, Learning Village, Exemplars, and Carnegie Learning Resource</i>. Teachers will work individually and at the grade level math meetings with a Math Coach on including performance tasks into lesson plans.</p>	<p>Exemplars Training geared toward the middle grades Child</p>	<p>Math coach Department Chairperson Cluster Leaders</p>	<p>August 2010-May 2010 Math Coach Department Chair Teachers Administrators</p>	<p>teacher articulating how the training has improved student understanding of concepts Attendance Log of Training Formal and Informal Observations Lesson Plans</p>	<p>Bench Mark Scores CRCT Scores Students will show an improvement during formative and summative assessments.</p>
<p>Identify students who didn't meet the standards on the CRCT and those who met the CRCT with a score of 800-810. Develop individual plans for those students.</p>	<p>Training done by the staff at Miller.</p>	<p>Classroom teachers</p>	<p>Analysis will be done by October 1st. Implementation by October 2010</p>	<p>Lesson plans that will show multiple ways teachers use to improve students' weakest areas</p>	<p>Students' knowledge of weaker areas will improve and will be shown on benchmark tests, class test, etc. Benchmark Skills Tests</p>
<p>Provide a Saturday Tutorial Program for students needing extra support and/or acceleration in mathematics based upon their previous CRCT scores as well as their current mathematics grades.</p>		<p>Teachers</p>	<p>TBA</p>	<p>Tutorial sign in sheets, Tutorial lesson plans</p>	<p>Thinkgate assessments</p>
<p>Provide 1 to 2 questions daily word problem to encourage students to use higher order thinking skills</p>		<p>Math teachers</p>		<p>Teacher made tests AIMSWeb</p>	<p>Problem solving and critical thinking skills</p>

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Utilize formative assessment to assess student learning	Job Embedded Professional Development: Book study...Anne Davies Assessment for Learning Making Classroom Assessment Work		October 2010- November 2010 Math Department Chair Teachers Administrators	teacher articulating how the book has improved the use of assessment and improved instruction Attendance Log of Training Formal and Informal Observations Lesson Plans	Bench mark Scores CRCT Scores
Teachers will use differentiated instruction during their lessons. They will analyze the results of the Instructional Focus assessments and Unit Tests together and will determine the ways of reteaching the concepts, tutoring sessions, etc. for those students who do not pass it.	Differentiated Instruction training		Department chairs Academic team leaders Math Coach	Instructional Focus plan turned in to Ms. Stadnick	Instructional Focus results
Technology Integration: Teachers are using TLC carts, Wireless Labs, Alpha-Smarts, and CPS units to deliver enhanced instruction. SuccessMaker, Skills Tutor, Star Math, First-N-Math	Success Maker and AIMS training	Skills Tutor \$1000 SuccessMaker \$12,000 STAR Math \$1200	Ongoing September 2010 – May 2011	Data analysis Benchmark Skills Tutor SuccessMaker	improvement during formative and summative assessments.
Teachers will use Promethean Planet flipcharts to introduce mathematical concepts	Promethean Planet training		Technology specialist		formative and summative assessments.
6 – 8 grade teachers will use First in Math (online Math 24) during their math lessons and before and/or afterschool to increase students’ academic performance and engagement.	First in math training by the Math Coach	First –In-Math \$5000	September 2010 – May 2011	Monitor data using teacher assessment.	formative and summative assessments.

Science Action Plan (NCLB Mandate)					
Annual Measurable Objective: Increase the number of students in grades six through eight meeting and exceeding standards in Science from 48% to 70% as measured by the Spring 2011 Georgia CRCT.					
Intervention	Professional Learning Needed	Estimated Cost and Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
				Evidence of Monitoring Progress	Evidence of Impact
Science teachers across grade levels (science team) will meet to review 2009-2010 CRCT science data and school wide science curriculum to determine curriculum focus and support materials needed to enhance instruction. These materials can then be purchased gradually and housed in science lab as a teacher resource.	none	No funding needed	August 2010 Science team	List of science materials needed will be presented to Principal	Resources made available to teachers to enhance hands on opportunities for students in science
Inventory the materials currently in the science lab for science team to use when establishing needs.	none	No funding needed	August 2010 Science Team	Inventory will be presented to the science team	Student work samples of hands on opportunities for students in science.
Purchase science manipulatives and consumable goods that support curriculum and provide more hands on experience for students. List of needs will be provided by the science team. Purchase bins to hold science materials by cluster.	none	\$2,500.00 for materials	2010-2011 Department Chairperson	Utilization of resources in lesson plans	10% rise in CRCT students that meet and exceed standards

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<p>Require AP standard training for all Science teachers (that have not previously had it)</p>	<p>PL Pre-AP training sessions</p>		<p>August 2010- May 2011 Science Teachers Dept. Chair PLC Principal</p>	<p>Lesson plans: Implementation of strategies learned</p>	<p>Rigor of Pre-AP classes, Observation of strategies in classrooms, student products, CRCT results</p>
<p>Collaborate monthly for Science teachers to learn reading strategies – collaborative planning, demonstration meetings, and reflection on practice</p> <p>Planning Days will be held every nine weeks review previously taught skills and discuss new strategies for assessing reading and writing.</p>	<p>Workshop style dept. meetings, PL coursework</p> <p>Professional Learning Communities Follow up sessions</p>	<p>\$3000</p>	<p>Ongoing August 2010- May 2011 Science Teachers Dept. Chair PLC Principal</p>	<p>Lesson plans: Implementation of strategies learned</p>	<p>CRCT results AIMS Web testing results</p>
<p>Maintain a monthly web page or handout for sharing science curriculum information with parents to be used for acceleration or remediation. This should include web resources and information about how to complete science fair projects.</p>	<p>none</p>	<p>No funding needed</p>	<p>2010-2011 ongoing Dept. Chair Cluster Leaders</p>	<p>Feedback from students and parents</p> <p>Observation of monthly updates to the resource</p>	<p>Students will be able to remediate and enrich their science knowledge as evident in successfully completing assignments.</p>

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<p>Each teacher’s schedule will allow time for 2-3 weekly science labs.</p> <p>All students will be required to produce a Science Fair Project.</p>	<p>Habits of Mind</p> <p>Science Fair Training</p>	<p>No funding needed</p>	<p>2010-2011 ongoing</p> <p>Dept. Chair Cluster Leaders</p>	<p>Feedback from students and parents</p> <p>Observation of monthly updates to the resource</p>	<p>Students will be able to remediate and enrich their science knowledge as evident in successfully completing projects</p>
<p><u>TECHNOLOGY INTEGRATION:</u> Utilize United Streaming – and develop a resource listing the videos that match grade level standards</p>	<p>none</p>	<p>No funding needed</p>	<p>Fall 2010 Science team and media specialist</p>	<p>Utilization of resources in lesson plans</p>	<p>10% rise in CRCT students that meet and exceed standards</p>

Social Studies Action Plan					
Annual Measurable Objective: Increase the number of students in grades six through eight meeting and exceeding standards in Social Studies from 51% to 70% as measured by the Spring 2011 Georgia CRCT 2011.					
Intervention	Professional Learning Needed	Estimated Cost and Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
				Evidence of Monitoring Progress	Evidence of Impact
Students will improve their basic vocabulary skills in content area for 6 th , 7 th and 8 th grade	NONE	NONE	August 2010 – May 2011 Social Studies DEPT.	Lesson Plans Mini Assessments	Mini Assessments, Benchmark Data, Student Achievement
Differentiated Instruction will be provided to ensure academic success of students in the area of social studies.	NONE	NONE	August 2010 – May 2011 Social Studies DEPT.	Observation Lesson Plans Mini Assessments	Mini Assessments, Benchmark Data, Student Achievement
Writing will be implemented in the content area.	NONE	NONE	August 2010 – May 2011 Social Studies DEPT.	Observation Lesson Plans Classroom Assignments	Student portfolios, Writing rubrics

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<p><u>Artifacts and materials</u> Purchase science manipulatives and consumable goods that support curriculum and provide more hands on experience for students. List of needs will be provided by the social studies team. Teachers will review the CRCT data to improve students “confidence and mastery of subjects, concept development, critical thinking, problem solving skills and test taking skills”.</p>		\$2,500	Classroom teacher over the course of the school year	-increase students awareness of current events -Lesson plans -Increase in standardized test scores	Students will be able to apply critical thinking strategies to other content areas. CRCT ITBS Benchmark
<p><u>Critical thinking</u>-applying historical knowledge to daily situations</p> <ul style="list-style-type: none"> - Use of themes of Social Studies to teach historical understanding, geography, civics/government, and economics - Use of frameworks provided by the DOE for instruction and assessment - Use of skill matrix to guide maintenance skills across grade levels for geography and information processing skills 	All teachers need to follow the frameworks and skills matrix as set forth by the DOE	Release Time \$3000	Classroom teacher over the course of the year	-Lesson plans -Increase in standardized test scores	Students will be able to apply critical thinking strategies to other content areas. CRCT ITBS Benchmark
<p><u>Technology Integration:</u> Utilize CRCT online assessments to monitor students’ academic progress</p> <p>Utilize a variety of computer based programs such as United Streaming and Success Maker to increase GPS knowledge in Social Studies</p>	NONE Additional Technology Training	NONE	August 2010 – May 2011 Social Studies Social Studies DEPT.	Observation CRCT Practice Tests	Increased CRCT Scores, Progress Increase in Students Achievement
<p>Teachers are using TLC carts, Smart Boards, Wireless Labs, Alpha-Smarts, and CPS units to deliver enhanced instruction.</p>			Ongoing September 2010 – May 2011	Data analysis Benchmark Skills Tutor	Formative and Summative assessments.

Attendance Action Plan (ESEA Mandate)					
Annual Measurable Objective: <i>By the end of the 2010-2011 school year, decrease the percentage of students missing more than fifteen days from 12% to 10%. By the end of the 2010-2011 school year, 80% of students will not exceed 5 tardies.</i>					
Intervention	Professional Learning Needed	Estimated Cost and Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
				Evidence of Monitoring Progress	Evidence of Impact
Explore new strategies for motivating students to attend school daily, establish better line of communication with parents, and identify barriers associated with chronic absences, as well as establish action steps for overcoming those barriers.	The Attendance Committee will attend the National Youth At Risk Conference in Savannah, GA.	\$700.00	March 2011 Asst. Principal, Counselors, Graduation Coach, Home School Facilitator	Meeting minutes	Attendance Reports
Various incentives will be offered for perfect attendance. Students who do not have any absences or tardies each week will be granted the opportunity to wear jeans on Fridays. Students who do not have any absences or tardies during each month will be entered into a drawing for prizes. Every nine weeks, students who do not have any absences and no more than three tardies will participate in a recognition ceremony by grade-level during their connections times (PTO will provide cookies and punch). Students who have perfect attendance at the end of the year will attend an end-of-the-year skating or bowling field trip (sponsored through various fundraisers offered throughout the year).	N/A	\$300.00	Aug 2010-May 2011 Asst. Principal, Counselors, Graduation Coach, Home School Facilitator	Meeting minutes	Attendance Reports

School Name: Miller Fine Arts Magnet Middle School Principal: Dr. Sherri Flagg Plan Year: 2010-2011

The Attendance Committee will monitor student attendance by number of days absent from school and hold monthly attendance meetings to discuss student attendance, interventions, and incentives.	N/A	N/A	Aug 2010-May 2011	Meeting minutes, Attendance Reports	Attendance Reports
The Home School Facilitator will conduct a parent workshop on the importance of students attending school each day.	N/A	Student Planners \$5000	By May 2011 Home School Facilitator, Counselors	Parent Sign-in Sheet, Workshop Agenda	Attendance Reports
The Home School Facilitator will send out a Mustang Card when the student reaches three total absences.	N/A	N/A	Aug 2010-May 2011 Home School Facilitator	Documentation Log	Attendance Reports
The Home School Facilitator will send out a Fine Letter when the student reaches five total absences and forward a copy of the letter to the counselors.	N/A	N/A	Aug 2010-May 2011 Home School Facilitator	Documentation Log	Attendance Reports
The Counselors will conduct a counseling session with all students when they reach five total absences.	N/A	N/A	Aug 2010-May 2011 Counselors	Documentation Log	Attendance Reports
The Counselors will submit an Attendance Referral Form to the School Social Worker when the student reaches five unexcused absences.	N/A	N/A	Aug 2010-May 2011 Counselors	Documentation Log	Attendance Reports
The Home School Facilitator will send out an Attendance Contract when the student reaches seven total absences and conduct an individual conference with the student and parent.	N/A	N/A	Aug 2010-May 2011 Home School Facilitator	Documentation Log; Copies of Attendance Contracts	Attendance Reports

Graduation Rate Action Plan (HIGH SCHOOLS ONLY)					
Annual Measurable Objective:					
Intervention	Professional Learning Needed	Estimated Cost and Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
				Evidence of Monitoring Progress	Evidence of Impact

Special Education Action Plan (ESEA Mandate)					
Annual Measurable Objective:					
<ol style="list-style-type: none"> 1. Improve student achievement by increasing the number of students performing at Level 2 (meet) standards in Reading from 69% to 80% on the state mandated Georgia Criterion Referenced Competency Tests. 2. Improve student achievement by increasing the number of students performing at Level 2 (meet) standards in Math from 37% to 75% on the state mandated Georgia Criterion Referenced Competency Tests. 					
Intervention	Professional Learning Needed	Estimated Cost and Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
				Evidence of Progress Monitoring	Evidence of Mastery
Intervention – Implement co-teaching strategies in the general education classroom to support students’ mastery of standards (parallel teaching to include but not limited to station teaching model, learning style focus model, split class model)	Co-teaching and collaboration workshop Differentiated Instruction Training, Peer Observation of schools who effectively use differentiated Instruction and co-teaching models	Funds needed for training \$1000	August 2010-May 2011/ Billie Whiten, Donna Poole, School Administration, Dr. Villa/PLC	PD Express Registration Confirmation, Professional Learning Attendance Sheet, PD Express completion notice	Observations by collaborative partners, progress reports, CRCT scores
Provide small group extended learning opportunities for students with disabilities during the instructional day for remediation/enrichment of standards	None		August 2010-May 2011/ General Ed and Special Ed Teachers PLC	Attendance sheets for students and teachers	Observation Admin, mini-assessment progress reports, CRCT
Provide learning opportunities for teachers to become knowledgeable of the exceptionalities of the students they teach in order to provide appropriate classroom/academic supports and gain sensitivity (deeper understanding) of student needs.	Autism Spectrum/ Specific Learning Disabilities/ ADHD/Emotional Behavior Disorders/Mild Intellectual Disabilities	\$1000	General Education and Special Education Teachers PLC	PD Express Registration Professional Learning Attendance Sheet, Completion notice/ lesson plans	Observation progress reports.

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Develop master schedule to allow opportunities for year-long double experiences in mathematics by scheduling students for an additional math support class.	None		August 2010- May 2011 General Education and Special Education Teachers/Admin/PLC	Master Schedule/ attendance record/classroom	Observation students, teachers, admin. Benchmarks, CRCT scores
Utilize evidenced based differentiated instruction for PEC students by content, process, product	In class activities by trained professionals demonstrating process		August 2010-May 2011 General Education and Special Education teachers/Connections Teacher	Lesson plans/ Examples of product	Progress Reports/Benchmarks CRCT Scores
Utilize formative assessment data to make instructional adjustments for students with disabilities.	None		August 2010- May 2011/ Gen Ed/Special Ed Teachers/PLC	Observations by PLC/Admin/ General Ed and Special Ed Teachers	Mini-assessments Benchmarks
Technology Integration: Provide opportunities for students to practice skills at a computer workstation independently or collaboratively with teachers to reinforce and/or enhance mastery of standards	None		August 2010- May 2011/General Education and Special Education	Attendance record/classroom observations/lesson plans	Observations by students, teachers, administrators, Benchmarks, CRCT scores
Utilize CRCT online assessments, my skills tutor practice lessons, that quiz.org practice lessons, and Easy CBM practice lessons to monitor students' academic progress on Math and Reading CRCT domains.	None		August 2010- May 2011/General Education and Special Education Teachers/Admin/PLC	Attendance record/Classroom observations/ Progress reports/ Lesson plans	Observation Benchmark scores, CRCT scores

Professional Learning Plan					
The plan below should include all professional (PL) activities conducted on or off-site during the school year, regardless of funding source. PL Liaisons will submit a copy of this document along with the supporting budget and class proposals to the Department of Professional Learning to served as the Comprehensive Plan. The PL budget should address only activities funded through the Professional Learning Department budget. A copy of the PL budget and any other budgets utilized to support professional learning should be placed in the CSIP appendix.					
Funding Source	Goal to Improve Student Achievement	Description of Activity	Timeline	Means of Evaluation	
				Evidence of Monitoring	Evidence of Impact
Federal (Title I Funds)	<p>Enhance teacher effectiveness based on teacher selected areas of need.</p> <p>Increase teacher effectiveness and student achievement in Reading/ELA, Mathematics, Science and Social Studies</p> <p>TBD following teacher input</p>	<ol style="list-style-type: none"> 1. Book studies: Provide varying choices to match staff need Meet in small “Book Club” style groups and participate in lab-style forums to provide feedback to group members. 2. Math Training: Math Coach 3. Character Education and Poverty Training to improve attendance and academic success. 4. Technology Integration 5. Staff Meetings: Whole Group Professional Learning based on School-Wide Focus 6. Participation in pending State and System level training 7. Co-teaching training 8. Release Time every six weeks for planning and training 9. Class Keys Training 10. Writing Across the Curriculum 11. Differentiated Instruction 	<p>Aug. 2010- May 2011</p> <p>Pending Scheduling</p>	<p>Sign-in logs, Printed norms, Journals/class evidence, Lab participations, group observations/feedback</p> <p>Sign-in sheets, class participation, lesson plans, student products</p> <p>Sign-in sheets, TBD</p> <p>Course attendance, lesson plans, Faculty meeting sharing evidence/products</p>	<p>Increase in test scores on CTCT, ITBS and Benchmarks</p>
State	Professional Learning				
Local	N/A				

Appendix - Test Data

Miller Magnet Middle School

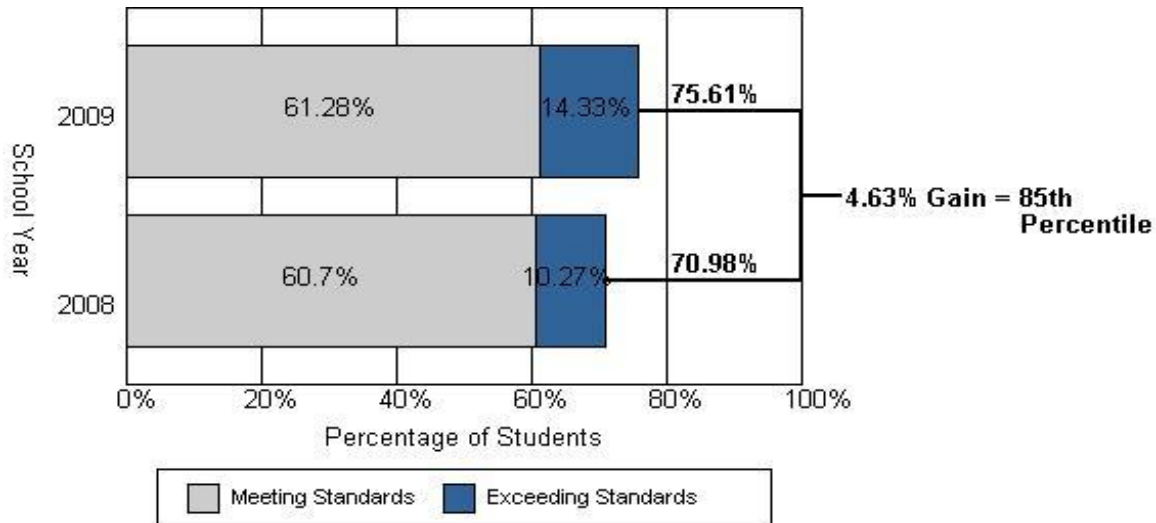
Bibb County
Grade Range: 06, 07, 08
Enrollment: 778

2008-2009 REPORT CARD

Performance Index Details

- The Percentage of Students Meeting and Exceeding Standards in the current year is **75.61%**.
- This percentage reflects a **Gain** over the prior year of **4.63%**.
- This change was at or **above 85.04%** of the middle schools in Georgia.

Students Meeting and Exceeding Standards



Performance Index Calculations

	Measurement	English Language Arts	Reading	Mathematics	Science	Social Studies	Total/ Percentage
2009	Number of Students	682	682	682	680	226	2,952
	Did Not Meet Standards	53	80	169	299	119	720
		(7.77%)	(11.73%)	(24.78%)	(43.97%)	(52.65%)	(24.39%)
	Meeting Standards	462	498	437	320	92	1,809
		(67.74%)	(73.02%)	(64.08%)	(47.06%)	(40.71%)	(61.28%)
	Exceeding Standards	167	104	76	61	15	423
	(24.49%)	(15.25%)	(11.14%)	(8.97%)	(6.64%)	(14.33%)	
	Meeting and Exceeding Standards	629	602	513	381	107	2,232
		(92.23%)	(88.27%)	(75.22%)	(56.03%)	(47.35%)	(75.61%)
2008	Number of Students	645	646	646	644	203	2,784
	Did Not Meet Standards	78	86	223	301	120	808
		(12.09%)	(13.31%)	(34.52%)	(46.74%)	(59.11%)	(29.02%)
	Meeting Standards	441	482	387	300	80	1,690
		(68.37%)	(74.61%)	(59.91%)	(46.58%)	(39.41%)	(60.7%)
	Exceeding Standards	126	78	36	43	3	286
	(19.53%)	(12.07%)	(5.57%)	(6.68%)	(1.48%)	(10.27%)	
	Meeting and Exceeding Standards	567	560	423	343	83	1,976
		(87.91%)	(86.69%)	(65.48%)	(53.26%)	(40.89%)	(70.98%)

Percentage of Students by Range of Days Absent For All Students and All Subgroups

