<table>
<thead>
<tr>
<th><strong>School Name:</strong></th>
<th>Pulaski County Middle School</th>
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</thead>
</table>
| **School Mailing Address:** | 8 Red Devil Drive  
Hawkinsville, GA 31036 |
| **LEA Name:** | Pulaski County Schools |
| **LEA Title One Director/Coordinator Name:** | Brent Lowe |
| **LEA Title One Director/Coordinator Signature:** |  
**Date:** |
| **LEA Title One Director/Coordinator Mailing Address:** | 72 Warren Street  
Hawkinsville, GA 31036 |
| **Email Address:** | blowe@pulaski.k12.ga.us |
| **Telephone:** | 478-783-7200 |
| **Fax:** | 478-783-7204 |
Notes:

- All components of a Title I Schoolwide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists all components/elements marked as “Not Met” need additional development.

- Please add your planning committee members on the next page.

- The asterisk (*) denotes required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).

- Please submit your School Improvement Plan as an addendum after the header page in this document.
Title I Schoolwide/School Improvement Plan

Planning Committee Members:

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION/ROLE</th>
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<tbody>
<tr>
<td>Brent Lowe</td>
<td>Assistant Superintendent</td>
</tr>
<tr>
<td>Larry Faulk</td>
<td>Principal</td>
</tr>
<tr>
<td>Natasha Kilgore</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Cindy Conner</td>
<td>School Counselor</td>
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<tr>
<td>Lisa England</td>
<td>Math Coach</td>
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<tr>
<td>Liz Conner</td>
<td>Literacy Coach</td>
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<tr>
<td>Misty Roberson</td>
<td>Graduation Coach</td>
</tr>
<tr>
<td>Sonya Ryan</td>
<td>8th Grade Lead Teacher</td>
</tr>
<tr>
<td>Susan Arnold</td>
<td>7th Grade Lead Teacher</td>
</tr>
<tr>
<td>Christina Hawkins</td>
<td>6th Grade Lead Teacher</td>
</tr>
<tr>
<td>Melissa Cape</td>
<td>Special Education Lead Teacher</td>
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</tbody>
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SWP Components

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<tr>
<th>*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.</th>
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</table>

**Response:**

A. We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were . . . The ways they were involved were . . .

- **Administration-** Oversee the implementation of the SWP
- **Literacy Coach** – Assist the teachers in reaching the Goals and Benchmarks of the SWP
- **Math Coach** - Assist the teachers in reaching the Goals and Benchmarks of the SWP
- **Graduation Coach** - Assist all students in exceeding the goals and benchmarks in the SWP.
- **Counselor** - Assist all students in exceeding the goals and benchmarks in the SWP.
- **Leadership Team** - shared governance and responsibility of insuring the SWP is implemented and is effective.
- **Teachers** (input shared in grade level meetings w/leadership team rep.)
- **Director of Federal Programs** – Oversee the implementation of the SWP and assures financial integrity as the budget is administered.

B. We have used the following instruments, procedures, or processes to obtain this information . . . (Be sure to use brainstorming as a strategy for Needs Assessment.)

- **Brainstorming** (each grade level and leadership team)
- **CRCT and CRCT-M scores**
- **8th Grade Writing Scores**
- **SLDS**
- **OAS**
- **Parent Survey**
- **Teacher Survey**
- **Teacher Keys Self-Assessments**

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

- **Offer ASP**
- **Interventions (if necessary)**
*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

- Close contact w/DOE rep for migrant students that serves our district

D. We have reflected current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. For example we looked at our most recent student achievement data at the school level and disaggregated the data to look at each specific subject area, each grade level, and domain.

E. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards and the State student academic achievement standard including

- Economically disadvantaged students
- Students from major racial and ethnic groups
- Students with disabilities
- Students with limited English proficiency

F. The data has helped us reach conclusions regarding achievement or other related data.
   ➢ The major strengths we found in our program were . . .
   (Be specific. Example: Not just Reading – Indicate Fluency, Comprehension, etc.)

- Reading—Information and Media Literacy
- Reading—Reading Skills Vocabulary Acquisition
- Language—Research/Writing Process
- Mathematics—Data Analysis and Probability
- Science—Interdependence of Life
- Social Studies—Economics

➢ The major needs we discovered were . . .

- Language---Grammar and Sentence Construction
- Reading—Literary Comprehension
- Mathematics—Number & Operations
- Mathematics—Geometry and Measurement
- Science—Earth Science
- Science—Astronomy
- Science—Physical Science
- Social Studies—Government/Civics
- Social Studies---History
*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

- **Professional Learning**—utilizing data and student work effectively to plan for instruction and student engagement.

  - The needs we will address are . . .
  
  - **Reading**—Literary Comprehension
  - **Mathematics**—Number & Operations
  - **Science**—all except Life Science
  - **Social Studies**—Government/Civics
  - **Social Studies**—History
  - **Professional Learning**—utilizing data and student work effectively to plan for instruction and student engagement; Formative Instructional Practices; Differentiation of Instruction; weekly PL and data meetings with Academic Coaches

  - The specific academic needs of those students that are to be addressed in the schoolwide program plan will be . . .

  - **Reading**—Literary Comprehension
  - **Mathematics**—Number & Operations
  - **Professional Learning**—utilizing data and student work effectively to plan for instruction and student engagement.

    - The ROOTCAUSE/s that we discovered for each of the needs were . . .
      (How did you get in this situation? What are some causes?)

    - **Reading**—Literary Comprehension: lack of focus on informational text and citing textual evidence.
    - **Mathematics**—Number & Operations: lack of fluency in basic math facts, lack of conceptual understanding of mathematics

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

- From FY13 to FY14, the number of students in grades 6 - 8 who meet and/or exceed minimum standards on the math Criterion Referenced Competency Test (CRCT) will increase by 2%.

- From FY13 to FY14, the number of students in grades 6 – 8 who meet and /or exceed the minimum standards on the language arts/reading portion of the CRCT by 2%.
*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

- From FY13 to FY14, the number of students who meet and/or exceed minimum standards on the science CRCT will increase by 3%.
- From FY13 to FY14, the number of students who meet and/or exceed the social studies portion of the CRCT will increase by 3%.

*2. Schoolwide reform strategies that are scientifically researched based.

Response:

In order to accomplish goals established after analyzing needs assessment data, the administration and Title 1 stakeholders of PCMS developed reform strategies that meet the following Title 1 criteria:

- Provide opportunities for all students in the school to meet or exceed GA’s proficient and advanced levels of student performance on the state mandated curriculum, CCGPS, which are assessed on the CRCT
- Are based upon effective means of raising student achievement
- Use effective instructional methods that increase the quality and amount of learning time
- Address the needs of all children, especially the needs of target populations
- Address how the school will determine if such needs have been met and are consistent with the improvement plans approved under Educate America Act (2000), which seeks to establish frameworks in which to identify world-class academic standards, to measure student progress, and to provide the support that students may need to meet the standards.

2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia’s proficient and advanced levels of student performance.

A. Response: The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State’s academic content and student academic achievement standard are . . . (Strategies to be used.)

In order to address the needs of all our students, Pulaski County School System provides
Georgia Department of Education  
Title I  
Schoolwide/School Improvement Plan  

2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia’s proficient and advanced levels of student performance.  

professional learning opportunities that will enhance the instructional practices within the classroom. The Pulaski County Middle School faculty/staff also recognizes the important role of parents in the education of their children and provides opportunities for parental involvement and input.

Parent Involvement:  
- Contact parents---newsletters, universal calling system, v-texts, newspaper, radio station, school television channel, school marquee, website  
- Meet w/parent---Title 1 advisory committee, P/T conferences, Open House  
- Activities/Programs—Variety of student performances (grade level or classroom), Honor’s Day, Rotary Luncheon for student of the month.  
- Survey-offered on-line or as hard copy  

Instructional Practices:  
- Develop effective assessments that will provide teachers with pertinent information in order to plan purposeful instruction to meet the needs of learners  
- Analyze current content and trend data  
- Develop and implement student engagement strategies  
- Provide interventions in reading and math as indicated by data  
- Provide oral & written feedback to students  
- Provide intensive remediation/test prep for students in reading, math, and LA  
- Provide instruction on appropriate reading strategies for different genres and/or content areas  
- Collaborate w/grade level during common planning times  
- Administer and analyze common assessments  
- Emphasize higher-order thinking and complex vocabulary in all content areas  

Administration:  
- Embed professional learning into actual teaching scenarios  
- Monitor classroom instruction in order to provide oral and written feedback about effective teaching practices and methodology  
- Disaggregating data to make informed instructional placements  
- Provide differentiated PL based on needs of teachers  
- Assist with the implementation of CCGPS  
- Utilize academic coaches to assist teachers  
- Extend math time from 60 minutes to 75 daily  
- Structuring Inclusion and Co-Teaching reading and math classes for students with disabilities  
- Provide teachers with 1.5 hours of common planning time daily
2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia’s proficient and advanced levels of student performance.

- Meet weekly with content specific teachers for planning of instruction

An additional hour of Increased Learning Time has been added into our weekly schedule to increase the amount and quality of learning time. All students are given the opportunity and/or remediation in our computer lab.

2(b). Are based upon effective means of raising student achievement.

B. **Response:** Following are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies. (Cite Research to support selected strategies.)

Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools

Best Evidence Encyclopedia -- Empowering Educators with Evidence on Proven Programs
[http://www.bestevidence.org/index.cfm](http://www.bestevidence.org/index.cfm)

Effective Strategies Brief

2(c). Use effective instructional methods that increase the quality and amount of learning time.

C. **Response:** We will increase the amount and quality of learning time by . . . (Before/After school, summer school, Saturday school, block scheduling)

- 21st Century After School Program
- Increase math instructional times from 60 minutes to 75 minutes
- ILT (Increased Learning Time) 30 minutes on ClassWorks in computer lab, 2 times a week.
- Block Scheduling

2(d). 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 the Elementary and
Secondary Education Act of 1965 (ESEA).

Response:

- CRCT scores - Student Growth Percentiles
- 21st Century Data
- OAS Assessments
- ClassWorks Data
- STAR Screening Assessments

*3. Instruction by highly qualified professional staff.

Response:

A highly qualified professional staff provides instruction at PCMS. For SY 2013-2014, all administrators, teachers, and paraprofessionals held clear, renewable, Georgia certificates; all but two teachers are highly qualified and these two are taking the necessary steps to meet the criteria.

Non-highly qualified teachers that may be hired will be counseled by the Title IIA Director and principals and mentored by HiQ teachers throughout their employment with the Pulaski County School System. Each non HiQ teacher will complete and sign a remediation plan that outlines the steps and timeline necessary to become highly qualified. Title IIA funds are used to pay for test prep materials and study guides, test prep classes and sessions, test prep release time, and for any outside tutoring that can be obtained. Funds are also used to pay for GACE registration fees.

*3(a). Strategies to attract highly qualified teachers to high-needs schools.

A. Response: We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. (Use HiQ Report and school staff roster. Indicate how certification deficiencies are being addressed.)

The Pulaski County School System’s Personnel Department posts vacancies on the Teach Georgia website (www.teachgeorgia.org) and advertises in the local newspaper and the PCBOE website. Central office staff and school administrators attend nearby recruitment/career fairs at local colleges and universities. Prospective teachers are interviewed by a committee of school staff members: principal, instructional coaches, grade level chairpersons and teacher representatives.

Pulaski County Middle School has a low attrition rate with most vacancies occurring due to retirement. Factors that attract highly qualified teachers to PCMS are the modern, well-
*3(a). Strategies to attract highly qualified teachers to high-needs schools.

Maintained, and attractive facility, as well as supportive administrators and colleagues. Other factors include a safe learning and working environment, well disciplined students, classes with adequate textbooks and other instructional supplies, and 21st century technology to support teaching and learning. The overall climate of the school is professional and collegial. Most teachers live in Pulaski County and have their children enrolled in the local schools.

*4. Professional development for staff to enable all children in the school

Response:

A. We have included teachers, principals, paraprofessionals, and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs. For example . . . (Be specific)

- Pulaski County Middle School understands the importance of quality professional development that improves teacher content knowledge and pedagogy, as well as increases student achievement. Student achievement data on state assessments, various surveys, and input from the leadership and grade-level teams all contribute to the needs assessment to accurately reflect the most appropriate professional development.

- The faculty and staff (including paraprofessionals) have numerous opportunities for continued professional learning for both enhancement and remediation throughout the year. The district/school, GA DOE, GRLS, and Heart of Georgia RESA (Regional Educational Services Agency) provide various classes and workshops.

B. We have aligned professional development with the State’s academic content and student academic achievement standards . . .

- Pulaski County Middle School’s professional development activities are aligned with the state’s academic content, Common Core Georgia Performance Standards (CCGPS), TKES, and student achievement standards. High impact, research-based professional development activities are implemented with the expectations that they will have a substantial, measureable, and positive impact on academic achievement.

- How to teach reading in a standards-based classroom
- How to teach math in a standards-based classroom
- On-going training in the implementation of CCGPS
4. Professional development for staff to enable all children in the school

- Building and utilizing variety of assessments
- Data analysis and instructional planning
- How to plan effective differentiated instruction
- TKES
- How to effectively engage students in meaningful work
- Writing: Effective Instructional Practices and Implementation in a standards-based classroom

C. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. For example . . . (money, time, resources, instructional coaches)

- Literacy Coach, Mathematics Coach, Graduation Coach — lead professional learning, observe classroom instruction, offer feedback, model instructional strategies, compile resources
- PL delivered (No cost) — during common plan time and after school
- GLRS & HGRESA — professional development appropriate to address areas of need
- Conferences and Workshops throughout the state on various topics aligned to identified areas of need

D. We have included teachers in professional development activities regarding the use of academic assessments . . . to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways . . .

- During common planning time: (ongoing)

  - PL on variety of assessments and their purposes
  - Developing common assessments
  - Studying data to plan for instruction
  - Giving specific feedback
  - Student self-assessment
  - Differentiation and developing differentiated activities

5. Strategies to increase parental involvement.
Response:

A. We have involved parents in the planning, review, and improvement of the comprehensive schoolwide program plan by . . .

In order to involve parents in revising the school wide plan, the director of federal programs invites parents and community stakeholders to a meeting. At this meeting, the previous year’s plan is revisited and progress towards goals shared. Those attending are provided the opportunity to ask questions and give input. The revised plan is then put on the school website, shared at school council meeting, and with the Title I parent advisory committee.

B. We have developed a parent involvement policy included in our appendices that
- includes strategies to increase parental involvement (such as family literacy services)
- describes how the school will provide individual student academic assessment results, including a interpretation of those results
- makes the comprehensive schoolwide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)
- compacts required – include with policy
- Parent Involvement checklist included

The faculty and staff of Pulaski County Middle School are committed to student success and realize that in order to reach the goal of high achieving students, partnerships with parents are essential. The school fosters a parent friendly environment and attempts to involve parents by communicating regularly about educational issues.

Pulaski County Middle School will provide parents timely information concerning:

Title I programs in the school—This is accomplished at the annual Title meeting, Open House, and articles in the local paper.

Results of the annual school review including school performance profiles

This occurs at the annual Title I meeting, in the school newsletter, in an article submitted to the local newspaper, and a Title I brochure provided by the central office.

Individual student assessment results and interpretations of those results.

State brochures about testing and interpreting results are sent home via students, as well as information on how to access the Georgia Online Assessment System (OAS) for CRCT practice. The parent copy of CRCT results and interpretation is mailed to each student’s home or sent home with students.
A description and explanation of the school’s curriculum.

Parents are given a copy of the student handbook which contains this information.

The assessments used to measure student progress and the proficiency levels that students are expected to meet.

This information is contained in the handbook.

Pulaski County Middle School will provide assistance to parents in understanding the following:

- Georgia’s Common Core Performance Standards
- Student performance standards
- School improvement and corrective action process
- Components of PCMS’s Title I School Wide Program
- Georgia’s and Pulaski County’s assessment results
- Requirements of Title I, Part A
- Ways parents can monitor their children’s progress and work with educators to improve performance of their children
- Ways parents can participate in decisions relating to the education of their children

Pulaski County School System and Pulaski County Middle School are committed to offering support services to parents. Some of the services they offer are:

Parent meetings/workshops are sponsored by Pulaski County Schools’ Parent Involvement Committee and coordinated through the Title I Parent Involvement Coordinator. Meetings are held at various times and at different venues so all parents will have opportunities to attend. Transportation, child care, and home visits are provided if needed.

Ongoing communication with parents is a high priority and PCMS uses a variety of ways to keep parents informed. Some of those ways are as follows:

- Open House
- Progress reports sent home every 4 ½ weeks
- Designated Parent/Teacher conferences scheduled for the fall and the spring
- Frequent phone calls, emails, and notes to parents from teachers about students’ academic and behavioral performances
- Utilization of the I-Parent program which allows parents to check attendance and grades via the internet
- Utilization of the Phone system used to communicate w/parents
- Pulaski County Middle School Facebook page
The Pulaski County School System’s web page (www.pulaski.k12.ga.us) has a link to PCMS. Helpful information is posted:

- Newsletter
- Resources and Links
- Calendars
- School Progress Report
- Testing Data
- Parent Involvement Policy
- Extra-curricular activities
- Video presentations
- I-Parent brochure
- Online Assessment System
- Daily Homework Assignments

Volunteer opportunities are available to parents for mentoring, tutoring, assisting in classrooms, chaperoning field trips and extra-curricular activities. Refreshments, door prizes, and transportation are provided at selected events in order to promote parent attendance.

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

**Response:**

A. Following are our plans for assisting preschool children in the transition from early childhood programs. Also included are transition plans for students entering middle school or high school and entering form private schools plus students entering our school throughout the school year . . .

- *The PCES Assistant Principal works closely with the Pre-K director in order to help the transition process for Pre-school students to the elementary school. Because of this collaboration, teachers at both schools are aware of the curriculum, the upcoming Kindergarten students, and the expectations. Our SWAT team assesses preschool students when they begin kindergarten. The pre-K director hosts a meeting for the parents at the end of the year in which the elementary school administrators and academic coach share routines and expectations for the upcoming kindergarten class. Kindergarten teachers and paraprofessionals are also invited to attend this meeting in order to meet the parents. Close to the end of the school year, preschool students visit*
the elementary school to tour the kindergarten rooms, rotation classrooms, lunchrooms, and playground. Also at the end of the year, kindergarten teachers visit preschool classrooms to read to the students.

The PCES and PCMS administrators work closely in order to help the transition process of elementary students to the middle school. The graduation coach at the middle school put together a DVD about the middle school to share with the upcoming 6th graders at the elementary school. The 5th grade students also visited the middle school where peer mentors took them around the school and shared information about the daily routine and expectations.

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

Response:
A. The ways that we include teachers in decisions regarding use of academic assessment are . . .

Teachers at Pulaski County Middle School continually disaggregate assessment data. Some examples are listed below:

PCMS teachers review the School Report card in order to analyze CRCT results by grade level, subject areas, and subgroups.

PCMS teachers work collaboratively within their grades and with the Math and Literacy Coaches to develop common assessments—diagnostic, formative, and summative. They then use the data from these assessments to make instructional decisions.

PCMS teachers regularly access student informational data through the SLDS tunnel.

*8. Coordination and integration of Federal, State, and local services and programs.

Response:
A. This component requires a description of how the school will implement the programs listed above, a description of how Title I resources and other resources will be coordinated to support student achievement goals in the school improvement plan, and a listing of all state and federal programs consolidated in the schoolwide plan.

Pulaski County School System integrates federal, state, and local services and programs. Federal Title programs include Title I—Part A, Title I- Part C Migrant Consortium, Title II—Part A, Tile IV—Part A, Title IV—Part B (IDEA), Title VI—Part B (REAP), Title III Consortium.
8(a). List of State and local educational agency programs and other federal programs that will be included.

Response:

QBE (Quality Basic Education) funds are used to fund programs and staff as required by the QBE statute (e.g., salaries, management and operations, professional learning, transportation). SPLOST (Special Purpose Local Option Sales Tax) funds are used to supplement QBE funds to purchase technology equipment, buses and textbooks, as well as provide funding for capital projects such as building renovations.

In the Pulaski County School System, Federal funds are used in a supplementary manner to provide intensive academic support services in order to improve student achievement in meeting state and federal standards in math, reading and language arts. Funding has been made available through Title I for a Parent Involvement Coordinator who facilitates parental involvement activities at our Title I schools. Other federal grants are being used to fund a Literacy Coach, Math Coach, Graduation Coach, and a remedial teacher for Pulaski County Middle School.

During curriculum meetings with instructional coaches, teachers are able to request supplemental instructional materials that are available through these grants. Administrators consider the needs, and Title I allotments are reflected in the School Improvement Plan.

8(b). Description of how resources from Title I and other sources will be used.

Response:

The resources will be used for: Classsize reduction, Professional Learning, Support of Professional Learning, Technology, and Parent Coordination.

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

Response:
Under the authority of the Assistant Superintendent/Federal Programs Director

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

Response:

A. We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Those activities are . . . (Especially for those students who are struggling.)

Pulaski County Middle School recognizes the urgency in responding to students who experience difficulty mastering standards. Student progress is reviewed on an ongoing basis so that students’ academic programs may be revised as needed. Providing additional assistance enables struggling students to meet Georgia's content standards and student performance standards. Assistance provided to students experiencing difficulties includes:

- Math Intervention Classes
- SST and RTI interventions
- Small group instruction and remediation in all content areas
- 21st Century Afterschool Program

9(a). Measures to ensure that students’ difficulties are identified on a timely basis.

Response:

- Once determined that a student is struggling, teachers and administrators meet together to determine interventions based on a four-tiered approach developed by the Georgia Department of Education called the Pyramid of Interventions. Under the four-tiered Pyramid, interventions for students are put into place before the student’s learning gaps become so large that special education services are needed. Students are placed in a tier within the Pyramid of Interventions based on his/her current academic and/or behavioral needs. The Graduation Coach assists with student interventions throughout each tier.

- Tier 1 is the general education classroom where all students participate in the CCGPS within the general education classroom environment receiving scientific, research-based reading and math instruction that is differentiated and monitored by balanced assessments. Students work in multiple and flexible group formats. Benchmark assessments occur at the beginning, middle, and end of the academic year. Progress monitoring occurs weekly for strategically identified students. Students who progress
under these methods need no further intervention.

- Tier 2 is necessary if targeted students, identified with marked difficulties, have not responded to Tier I efforts. Tier 2 students, identified through standardized assessments and progress monitoring data, receive needs-based instruction from the regular classroom teacher or a specialized intervention teacher in small homogenous groups (i.e., 1:3, 1:4, or 1:5), a minimum of 20 minutes per day, 2 to 3 days per week in addition to core instruction. In order to ensure adequate progress and learning are occurring, weekly progress monitoring is done on targeted skills. All programs, strategies, and procedures used in Tier 2 are employed to supplement, enhance, and support Tier I. Students who respond to these interventions continue with the interventions until no longer needed or until a need for further intervention is indicated by data or assessment. Extended learning time and remediation classes are used as Tier 2 supplemental resources.

- Tier 3 is designed for students referred based on data that indicates they are unresponsive to previous intervention at Tier 2. A Student Support Team (SST) is used to implement tailored, individualized scientifically-based interventions. The primary differences between Tier 2 and Tier 3 are not necessarily the interventions, but the frequency, individualized instruction, duration, and progress monitoring requirements. Students in Tier 3 receive instruction from the regular classroom teacher or a specialized intervention teacher in small homogenous groups (i.e., 1:3, 1:4, or 1:5), for at least two, 30 minute intervention sessions per day, every day for a minimum of 9 weeks. Progress monitoring occurs bi-weekly on targeted skills to ensure adequate progress and learning. All programs, strategies, and procedures designed and employed at Tier 3 are used to supplement, enhance, and support Tier 2. Students who respond to these interventions are served through SST until assessments indicate a change is needed.

- Tier 4 placement includes a referral to Special Education or a 504 committee because data and assessment indicate the student is resistant to previous interventions. The Special Education Department, operating under IDEA guidelines, will determine student eligibility, psychological testing, and development of an Individualized Education Plan (IEP) or section 504 plan. Students who respond to these special education accommodations may return to regular education programs if data or assessment indicate their capability to do so. Students who respond, but remain in need of special education services that address their individualized needs, should be specifically assessed to tailor services, accommodations, and interventions.
9(b). Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties.

**Response:**

- **Teachers at Pulaski County Middle School participate in professional learning activities that teach and reinforce strategies and interventions to help students who are struggling.**

- **Grade level teams participate in monthly discussions about RTI students in order to monitor their progress. These meetings serve as “checks and balances” to ensure that struggling students’ needs are being met in a timely and efficient manner.**

- **The Graduation Coach meets with teachers, parents, and students. In addition, they observe in classrooms and plan interventions collaboratively.**

- **Literacy and Math Instructional Coaches, as well as Heart of Georgia RESA consultants, provide various staff development activities related to content and teaching strategies.**

- **GLRS (Georgia Learning Resource Systems) provides training/coaching for inclusion co-teachers.**

9c). 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.

**Response:**

**Teacher-parent conferences that detail what the school will do to help the student:**

- *Research-based teaching strategies will be consistently and pervasively used in all standards-based classrooms.*

- *All students will be taught a viable curriculum, the Common Core Georgia Performance Standards.*

- *A safe, bully-free environment will be maintained at all times which will be conducive to teaching and learning.*

- *Frequent progress monitoring will occur, and prompt RTI intervention strategies will be implemented based on data.*
• Parent conferences will be offered at times convenient to parents at all intervals of the intervention process.

Teacher-parent conferences that detail what the parent can do to help the student:

• Utilize the system/school website to gather information about school and district events.
• Provide a working contact phone number and a current home address.

• Monitor academic and behavioral progress closely by paying special attention to homework assignments, progress reports, and report cards.
• Encourage children to read at home for a minimum of thirty minutes per day.
• Send children to school regularly, on time, for the entire day, and schedule appointments after school when possible.
• Access the Open Door policy at Pulaski County Middle School.
• Attend school events (e.g., Open House, parent workshops, RTI meetings, and students’ performances).
• Respond to requested parent-teacher conferences.
• Communicate frequently with teachers and become actively involved in school events.
• Consider becoming a volunteer or a mentor.

Teacher-parent conferences that detail additional assistance available to the student at the school or in the community:

• Additional information is shared about state and federal grant funding that provides services for the school and community (e.g. Family Connections and 21st Century Community Learning Centers).

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

Response:

Ongoing assessment of student achievement and communication of assessment results are available to parents through a variety of means:

• Pulaski County Middle School teachers use a variety of assessment tools and techniques: classroom performance, standardized and teacher constructed tests, benchmark exams,
computer-assisted instructional programs, and professional judgment in determining student progress toward meeting Common Core Georgia Performance Standards.

- Ongoing assessment of student achievement and communication of assessment results are available to parents through mid-term progress reports and report cards. Progress reports are sent home every 4 ½ weeks, and report cards go home every nine weeks.
- Teachers, counselor, and administrative staff communicate directly with parents through conferences, telephone calls, newsletters, notes sent home, and email as they monitor student progress.
- Parents have access to I-Parent, a web link for parents to access students’ grades and attendance.
- Letters are sent to parents informing them of their child’s scores on the CRCT and the Eighth Grade Writing Assessment. State brochures about testing and interpreting results are sent home, as well as information on how to access the Georgia Online Assessment System (OAS) for CRCT practice.
- Parent conferences are scheduled on designated days and when the need arises for individual students. Parents may request conferences at any time.

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

Response:

Pulaski County Middle School has a well established procedure for collecting and disaggregating data on the achievement and assessment results of students.

- The Pulaski County testing coordinator ensures that all state level testing data is collected according to state guidelines.
- The Georgia Department of Education and the Governor’s Office of Student Achievement disaggregate the data and provide documentation to the school system and the school.
- The system testing coordinator, principal, assistant principal, and instructional coaches review CRCT data by grade levels and content areas to determine overall school performance.
- Teachers receive copies of grade level and individual student data. They disaggregate the data by subgroup performance and by homeroom teachers.
- A data wall is used to display comparison of year-to-year test summative data and
various formative, progress monitoring data to determine patterns, progress, or needs.

- A School Improvement Specialist from Heart of Georgia RESA works with grade level teams and the leadership team to conduct data analyses.
- The School Improvement Plan is updated to reflect current CRCT data and identified needs.
- During post-planning the faculty examines the previous years’ CRCT data across grade levels to gain a school wide perception of academic growth and areas for improvement.
- School administrators and teachers access student achievement data directly through the State Longitudinal Data System

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

Response:

The state mandated assessments, Criterion Referenced Competency Test (CRCT) and the Eighth Grade Writing Test (EGWT), meet reliability and validity requirements, and are therefore, statistically sound and research-based.

Administrators and/or the Counselor meet with teachers prior to tests for identification of IEP/504 accommodations. A testing security meeting is held prior to test administration with teachers, paraprofessionals, and proctors (e.g., community and parent volunteers) to review testing protocols, test confidentiality and safety, and the testing schedule.

A question and answer meeting is also held to discuss test taking procedures (i.e., use of the teacher’s manual, filling in answer sheets, erasures) with the faculty prior to the CRCT administration.

Comparisons are made from year to year to check for consistencies during test administrations. Testing data from similar schools are reviewed, compared, and analyzed as well.


Response:

Disaggregated test data is reported to the public in accordance with state guidelines. Data is made available to the public in a number of ways:
14. Plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program.

Response:

This plan serves to fulfill the requirements for achieving Title I School Wide status for Pulaski County Middle School for SY 2012-2013.

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

Response:

Many stakeholders have been involved in the development and implementation of the Pulaski County Middle School Title I School Wide Plan.

A Title I Committee consisting of parents, teachers, administrators, and community partners, met periodically during the 2011-2012 school year to review the progress of the Title I plan. This committee gathered information from various data sources: CRCT test data, the school’s Balanced Scorecard, special education needs and requirements, professional learning requests, safety net classes for struggling learners, and the parental involvement policy and school compact. The committee members used the information to assist in the development of and implementation of all the phases of the Title I plan which included:

- Needs assessment
- Determination of program goals and objectives
- Determination of educational strategies
- Implementation of projects
- Development of program applications
16. Plan available to the LEA, parents, and the public.

Response:

A copy of the Pulaski County Middle School Title I School Wide Plan is readily available for parents and stakeholders upon request.

- Copies are available at the Pulaski County Board of Education Office.
- Copies are available at the school in the Principal’s office.
- The plan will be available on the system’s website, www.Pulaski.k12.ga.us via the School Link.
- The school’s leadership team and teachers receive copies of the plan in order to focus their school improvement efforts.
- Superintendent’s newsletter is utilized to publish pertinent information about the school system and its many programs.

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

Response:

Pulaski County Middle School will ensure, to the extent possible, that information related to school and parent programs, meetings, and activities will be sent to the home in the language spoken in the home.

- The school system employs a foreign language teacher who speaks Spanish and is able to translate documents and conversations during meetings with parents.
- The Southeast Georgia Migrant Education Agency can provide Spanish speaking interpreters for migrant families.
- If interpreters are needed for languages other than Spanish, school personnel search community resources.
- The TransAct program, provided to school systems by the Georgia Department of Education, is available for translation purposes.
| 18. | Plan is subject to the school improvement provisions of Section 1116. |
|     | **Response:** |
|     | *Pulaski County Middle School will abide by the requirements of the School Improvement provisions of Title I Section 1116.* |