Georgia Department of Education
Title I Schoolwide/School Improvement Plan

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE	
School Name: Lovejoy Middle School	**District Name:** Clayton County Public Schools
Principal Name: Mr. Lonnie Farmer	**School Year:** 2020-21
School Mailing Address: 1588 Lovejoy Road, Lovejoy, GA 30250	
Telephone: (770) 473-2933	
District Title I Director/Coordinator Name: Katrina Thompson	
District Title I Director/Coordinator Mailing Address: 1058 Fifth Avenue, Jonesboro, GA 30236	
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Telephone: 770-473-2700	
ESEA WAIVER ACCOUNTABILITY STATUS **(**Check all boxes that apply and provide additional information if requested.)	
Priority School ☐	**Focus School** ☐
Title I Alert School ☐	
Principal's Signature:	**Date:**
Title I Director's Signature:	**Date:**
Superintendent's Signature:	**Date:**
Revision Date:	**Revision Date:** **Revision Date:**
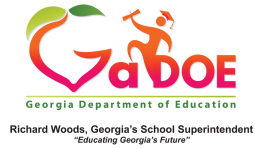
SWP Template Instructions

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

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

- The first ten components in the template are required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).

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

Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Planning Committee Members

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Mr. Lonnie Farmer		Principal
Mrs. Kimberlee Barnett		Assistant Principal
Mrs. Devlyn White		Assistant Principal
Ms. Taylor Robinson		Counselor
Ms. Syhjia Coleman		Counselor
Ms. Tequila Sanders		Academic Coach
Dr. Floria Willis		6th Grade Level Chair
Dr. Tamita Reed		7th Grade Level Chair
Mr. Rafiel Johnson		8th Grade Level Chair
Mrs. Pandora Payne		DES Chair
Ms. Randi Carter		Media Specialist
Mr. Vincent Porter		ISS Paraprofessional
Mr. Daniel Lee		ELA Department Chair
TBD		Math Department Chair
Ms. Aviance Welch		Social Studies Chair
TBD		Science Chair
Dr. Belinda Robbins		Connections Chair/Lead Mentor
Mr. Maxwell Hughey		Gifted Department Chair

SWP/SIP Components

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

Response:

A. Lovejoy Middle School school-wide Title 1 plan was developed by a subset of individuals who will carry out the comprehensive school improvement program initiatives. Those persons involved are members of the Lovejoy's administrative team, Leadership Team, a group of exemplar teachers, paraprofessionals, parents, students, and community representatives. These stakeholders assisted with reviewing assessment, survey data and writing the plan.

B. To further assist in identifying the strengths and weaknesses of the school as well as the school's instructional and organizational effectiveness, internal stakeholders such as teachers, administrators, counselors, and the site instructional facilitator participated in grade level and data meetings, which are held weekly.

During fiscal year 2020, schools throughout the world transitioned from traditional in-class learning to a digital platform. To that end collaboration with school-based teams and community partners also moved to video conferencing for input on the plan.

Lovejoy Middle has reflected on various data instruments that will help the school understand the subjects and skills being taught as well as community/school relationships that need to be improved. We have our staff members complete the Teacher Quality Survey annually during each school year. The staff members who participate are teachers, guidance counselors and the media specialist. The acquisition of a Title I Academic Coach provides instructional support to teachers of all content areas requiring instructional support to improve teacher efficacy and improvement of students' academia. Some of the areas of concern gathered from previous class observations and summative assessment data to support learning in the classroom. Being recognized as a Title 1 school allows teachers access to free supplies through Kids in Need, a non-profit organization that addresses the needs of Title 1 schools.

Also, the Administrative team, Leadership team, and all teachers aggregated, disaggregated, reviewed and analyzed historical data to identify data trends and to inform the goals for the 2019-2020 academic year. Data is reviewed continually to monitor student achievement and growth. All sub-groups remain a priority at Lovejoy Middle School (LMS). Throughout the process, we reviewed the following data:

- Student Participation in Online Learning – students participate in active learning at a rate of 97%

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- Student Physical Attendance – students will increase/maintain attendance rate of 97%
- Teacher Attendance – teachers will maintain 98% attendance.
- Retention Rate – to increase retention rate by 3%.
- Parental Involvement – to increase involvement rate by 5%.
- District Benchmark Results – to increase by 5-10 points in each content.
- Surveys (Teacher/Student/Parents) – to have a minimum of 80% on each survey.
- Georgia MAP Assessments – increase student growth by 3% in all tested contents
- ~~Georgia Milestone Assessment System – increase student achievement of Proficiency and Distinguished levels in all contents by 5%.~~

All data were presented in a chart format that visually represented student performance over the past three years to allow groups to easily identify weaknesses and strengths in student performance. Current student achievement levels and trend data were analyzed to determine areas of need. We used the following instruments to obtain this information: brainstorming needs assessment, data analysis from GA Health survey, GA Personnel survey, GA Parent survey, GMAS assessment data, data reports on student and staff attendance, data reports on student behavior, and course grades data. The instruments utilized to obtain information included: The State Longitudinal Data System (SLDS), benchmark assessment data from iReady, MAP, Illuminate, GADOE demographic data, SWD data reports, ELL data reports, promotion, retention, and placement rates, student attendance, demographics' reports, student discipline, and the GMAS data from the GADOE website.

Lovejoy Middle school data sources continue to support the need for an instructional coach to support all content area teachers. Prior assessment and observation data revealed that some new and veteran teachers struggle with implementing evidence-based practices that meet the unique academic and behavioral needs of students. Research was done on the positive impact of instructional coaching on improving classroom instruction and increasing student achievement. As a result, LMS added an instructional coach for content teachers who struggle with classroom instructional practices. Jim Knight defines a coach as "an on-site professional developer who partners with educators to identify and assist with implementation of proven teaching methods." Academic Coaches transform teachers by building a strong support system through professional development. "Traditional forms of professional development are not effective, usually getting no better than a 10% implementation rate…when teachers receive an appropriate amount of support for professional learning, more than 90% of them embrace and implement programs that improve students' experiences in the classroom." (Knight, 2007) When developing effective classroom instruction and learning environments, a coach must combine adaptive response that differentiates their approaches. Coaches will need to differentiate these approaches based on the teacher's desire to learn, their learning style, teaching experience, and personality.

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C. Lovejoy Middle School (LMS) does not have a <u>migrant population</u>, we have taken into account the needs of migrant children. In the event that we develop a migrant population at LMS, we will follow Federal, State of Georgia and Clayton County Public Schools' policy on migrant students. Students who enroll after the start of the academic year are assessed to determine their level of performance. Assessment results will be used to make a determination on students' placement in an instructional program. We will diagnose their needs, create and maintain a profile based on the needs assessment, plan engaging instruction, teach GA Common Core Performance Standards, assess for mastery, reteach with appropriate interventions/RTI and administer summative assessments to determine if mastery is achieved or further intervention is required.

D. Due to the COVID-19 pandemic, schools were forced to close prior to the end of the school year. As a result, annual summative assessments were not administered. We have therefore, reflected on the most recent achievement data to help the school understand the subjects and skills in which teaching and learning need to be improved. We have reviewed prior trend data for Writing, Math, Science, English, and Social Studies and 2019-20 mid-year MAP and iReady data to help identify potential gaps in learning resulting from the shortened school year. Although our teachers worked continuously to support students during the online Extended Learning Beyond the Classroom (ELBC) period, instruction delivered provided more review and practice versus new content and rigorous expectation. With this in mind, we anticipate multiple opportunities for growth in all content areas.

Lovejoy Middle School Data Profile

CCRPI Score				
2015-2016	**2016-2017**	**2017-2018**	**2018-2019**	**2016-2020 Goals**
Overall CCRPI Score: *56.4*	**Overall CCRPI Score:** *57.2*	**Overall CCRPI Score:** *54.6*	**Overall CCRPI Score:** *66.9*	**2016 Goal:** **2019 Goal:** *60.32* ⬅ **2017 Goal:** *57.71* **2020 Goal:** *61.63* **2018 Goal:** *59.02* **Overall CCRPI Goals based on the following formula:**
Achievement Points Earned: *21.3*/50	**Achievement Points Earned:** *21.5*/50	**Content Mastery Points Earned:** 35.7	**Content Mastery Points Earned:** 43.4	**CCPRI Performance Goals** For each year during the five-year Strategic Waiver School System term, formerly the Investing in Educational Excellence (IE2), with the baseline year **2015-2016**, **Lovejoy Middle** School will increase its College and Career Ready Performance Index (CCRPI) score with *Challenge Points* by 3% of the gap between the baseline year CCRPI score and 100. *IE2 Annual Growth* $= \left(100 - 2016\ CCRPI\ Score\ (without\ Challenge\ Poin...\right.$ *Example*
Progress Points	**Progress Points**	**Progress Points**	**Progress Points**	see sub-table below

Baseline CCRPI	Expected Annual	Year 1	Year 2	Year 3	Year 4	Year 5

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Earned: *30.9*/40	Earned: *30.7*/40	Earned: 70.8	Earned: 71.9
Achievement Gap Points Earned: *4.2*/10	Achievement Gap Points Earned: *5.0*/10	Closing Gaps Points Earned: 37.5	Closing Gaps Points Earned: 100
Challenge Points Earned: *0*/10	Challenge Points Earned: *0*/10	Readiness Points Earned 67.5	Readiness Points Earned 68.5

Score	Growth					
65	$(100-65)(.03)$	$65+1(1.05)$	$65+2(1.05)$	$65+3(1.05)$	$65+4(1.05)$	$65+5(1.05)$
	1.05	66.05	67.1	68.15	69.2	70.25

School Demographic Data				
	2016-2017	**2017-2018**	**2018-2019**	**2019-2020**
Total Enrollment	563	556	557	576
Asian	7	9	8	4
Black	431	427	415	430
Hispanic	93	92	114	112
Multiracial	14	14	8	14
White	16	12	8	14
English Language Learners	16	17	23	21
Gifted	24	22	19	19
Students with Disabilities	92	86	100	89

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Read180			
School Year	**BOY**	**MOY**	**EOY**
2016-17	627	680	724
2017-18	662	722	778

Language Live			
School Year	**BOY**	**MOY**	**EOY**
2016-17			
2017-18	651		707
2018-19	709	782	1,047.5

Math180			
School Year	**BOY**	**MOY**	**EOY**
2016-17*	456		562
2017-18*	433		620
2018-19	465	517	

*Data do not include students whose quantile dropped 100 points or more.

GMAS Median Student Growth Percentile									
Content	**Sixth Grade**			**Seventh Grade**			**Eighth Grade**		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
ELA	51	59	39	54	50	54	59	51	51
Reading	51	59		54	50		59	51	
Math	52	40	35	53	57	30	59	46	41.5
Social Studies	55			43			56		
Science	43			34			50		

ESOL- Percent of Students Increasing to a Higher Performance Band on ACCESS				
	2015-2016	**2016-2017**	**2017-2018**	**2018-2019**
Sixth Grade	2 students TFS	0 students TFS	Too Few Students	Too Few Students
Seventh Grade	1 student TFS	1 student TFS	Too Few Students	Too Few Students
Eighth Grade	3 students TFS	0 students TFS	Too Few Students	Too Few Students

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Attendance Data

Student Attendance Rate (% of students absent less than 10% of enrolled days)			Faculty and Staff Attendance Rate		
2016-2017	2017-2018	2018-2019	2016-2017	2017-2018	2018-2019
95.2%	89.2%	90.0%	94.1	94.5	95.4

Student Discipline Data

	2016–2017		2017–2018		2018–2019	
Total OSS Days	220		228			
Total OSS Incidents	79		97			
	List Five Most Frequent Incidents from 2016-2017/ Percentage of All Incidents		List Five Most Frequent Incidents from 2017-2018 Number of Students Incidents		List Five Most Frequent Incidents from 2018-2019 Number of Students Incidents	
	Physical Offense	12	**Physical Offense**	34	**Physical Offense**	67
	Disrespect to Personnel	9	**Disrespect to Personnel**	19	**Class Disruption**	54
	Disruptive Behavior	4	**Disrespect – Failure to follow instructions**	16	**Disrespect – Failure to follow instructions**	35
	Cutting Class	3	**Horseplay**	15	**Battery**	23
	Failure to Follow Instructions of School Personnel	3	**Class Disruption**	14	**Cutting Class**	22

Certified Staff Attrition Rate

2017–2018	2018–2019	2019–2020
	21%	17%

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Year-Long Vacancies					
2017-2018	**Course Name**	**2018-2019**	**Course Name**	**2019-2020**	**Course Name**
August 2018 – May 2019	DES Collaborative	August 2018 – May 2019	DES Collaborative	November 2019 - May 2020	Chinese
		September 2018 – May 2019	DES Collaborative	January 2020 – May 2020	Chorus
		October 2018 – May 2019	6th Grade Science	November 2019 – May 2020	DES Collaborative – Math
				November 2019 – May 2020	DES Collaborative - ELA
				August 2019 – May 2020	DES Collaborative – SS/Sci

E. We have based our plan on information about all students in the school and identified students and groups of students who were not achieving to the State Academic content standards and the State student academic achievement standard for the past 5 years. For four consecutive years, Lovejoy's overall CCRPI score fell below 60. In 2019, the school realized an overall CCRPI score of 66.9 (See CCRPI Score chart on page 6). Although the overall score increased 12.3 percentage points, there is still a need to examine the data for all subgroups. The chart below indicates that detailed subgroup performance by content.

According to the subgroup data below:
❖ Economically disadvantaged (ED) are students who may experience lack of opportunities or exposure to a variety of outside learning opportunities. Over 75% of our student population are economically disadvantaged. CCRPI report indicates this Subgroup not only met the Participation Rate, but also exceeded the 6% performance improvement target set by the state.
❖ Students with disabilities are those who have individualized educational plans to support the most appropriate instructional strategies to utilize and instructional modifications that are necessary to address their learning strengths and weaknesses. Students with disabilities make up approximately 17% of our student population. The 2019 CCRPI reports indicate these students exceeded the state's performance improvement target in all contents except Math. However, this subgroup show improvement in Math.
❖ Students with limited English proficiency sometime require instructional modifications to

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effectively have access to the curriculum to gain understanding. Students with limited English proficiency make up approximately 9% of our student population. This Subgroup met the Participation Rate, and exceeded the ELA target. However, these students did not make progress nor did they meet the target in Math.

❖ In 2019, our student population comprised of 77% African American, 19% Hispanic, 2% White, 1% Multi-racial, 1% Asian, and 1% for both Pacific Islander and American Indian. All Subgroups large enough determine met both the Participation Rate and performance targets.

	English Language Arts	Mathematics	Science	Social Studies
ALL STUDENTS	🟢	🟢	🟢	🟢
AMERICAN INDIAN / ALASKAN NATIVE				
ASIAN / PACIFIC ISLANDER				
BLACK	🟢	🟢	🟢	🟢
HISPANIC	🟢	🟢	🟢	🟢
MULTI-RACIAL				
WHITE				
ECONOMICALLY DISADVANTAGED	🟢⭐	🟢⭐	🟢⭐	🟢⭐
ENGLISH LEARNERS	🟢⭐	🔴		
STUDENTS WITH DISABILITY	🟢⭐	🟡	🟢⭐	🟢⭐

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LEGEND

⬛ Subgroup met 6% improvement target*

⬛ Subgroup met improvement target

⬛ Subgroup made progress, but did not meet improvement target

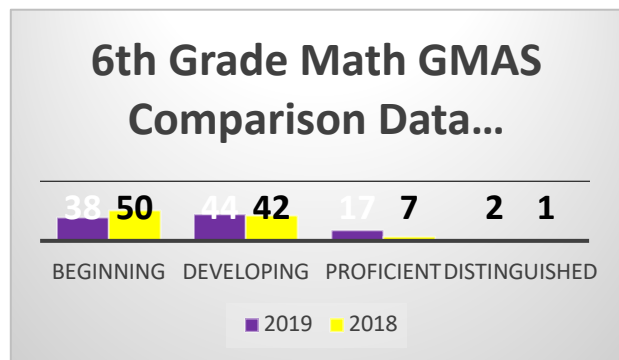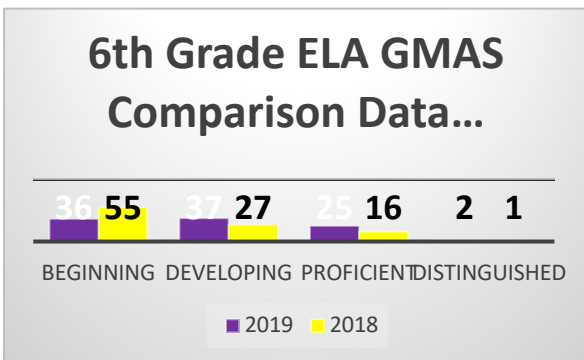⬛ Subgroup did not make progress and did not meet improvement target

*This flag is only available for Economically Disadvantaged, English Learners, and Students with Disability subgroups.

Analysis:

6th Grade GMAS Data: The data below is a comparison of the ELA and Math data for the years 2018 and 2019. The 6th grade ELA data indicates a 19 percentage point decrease in the number of students scoring at the beginning level between the two years. This resulted in a 10 and 9 percentage point increase in the number of students performing at the Developing and Proficient levels, respectfully.

In addition, the 6th grade Math comparison data reflects a 12 percentage point decrease in the number of students performing at the Beginning level. This increased our achievement levels in the Developing and Proficient levels by 2 and 10 percentage points, respectively.

In both categories, the Distinguished levels increased 1 percentage point. Lovejoy continues to identify strategies and best practices to implement to increase the percentage of students performing at this level.

6th Grade ELA GMAS Comparison Data…

	BEGINNING	DEVELOPING	PROFICIENT	DISTINGUISHED
2019	36	37	25	2
2018	55	27	16	1

6th Grade Math GMAS Comparison Data…

	BEGINNING	DEVELOPING	PROFICIENT	DISTINGUISHED
2019	38	44	17	2
2018	50	42	7	1

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7th Grade GMAS Data: In 2018-19, the preliminary GMAS data displays an increase in the number of students performing at the Beginning and Developing levels in both ELA and Math. In 2018, 26% of students performed at the Proficient level. In 2019, there were only 16% of students performing at this same level. This equated to a 10 percentage point decrease. There were no students scoring at the Distinguished level in either year in ELA.

When the 2019 7th grade Math data is compared to the 2018 7th grade Math data, this is little change. However, the 1 – 3 percentage point differences display a decrease at all levels. As well, there were no students performing at the Distinguished level in Math in either year.

7th Grade ELA GMAS Cpmparison Data (preliminary)

BEGINNING	DEVELOPING	PROFICIENT	DISTINGUISHED
46 42	38 32	16 26	0 0

■ 2019 ■ 2018

7th Grade Math GMAS Comparison Data (preliminary)

BEGINNING	DEVELOPING	PROFICIENT	DISTINGUISHED
53 52	38 35	9 10	1 3

■ 2019 ■ 2018
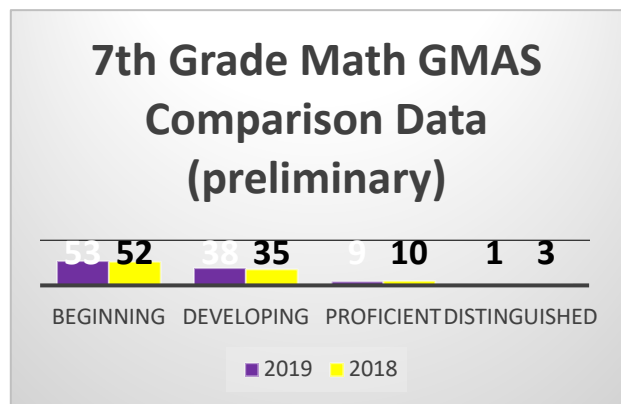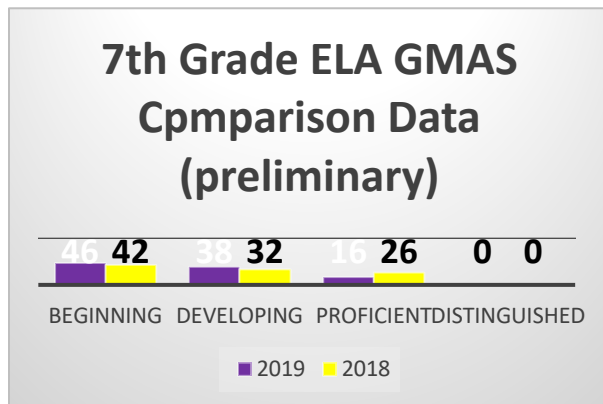
8th Grade GMAS Data: In 2018-19 an average of 30% of all 8th graders are performing at the Beginning performance level on the ELA GMAS Assessment. This was a decrease of 6 percentage points from 2017-18. The overall increase in Proficient and Distinguished levels in ELA were 13 and 3, respectively. This equated to a total of 33% of students versus 17% of students in 8th grade scoring in the Proficient and above levels in ELA.

As well, there was a 16 percentage point decrease in the number of students scoring at the Beginning level in Math for 2019. The preliminary data displays that 17 percent of students performed at the Proficient level and above. This is an increase of 15 percentage points above the 2018 data.

The 2019 preliminary GMAS data for 8th grade Science was the most impressive, boasting a 20 percentage point increase above the 2018 data in the Proficient and above levels. The 2018 data indicated that 8 percent of students scored at the Proficient and above levels in 2018. In 2019, there were 28% of students scoring at the Proficient and above levels.

Finally, the 8th grade Social Studies data for the 2019 GMAS displays a double digit decrease in the percent of students performing at the Beginning level. There were approximately 39% of students in 2019 and 52% of students in 2018 performing at this level. This decrease resulted in gains in all other
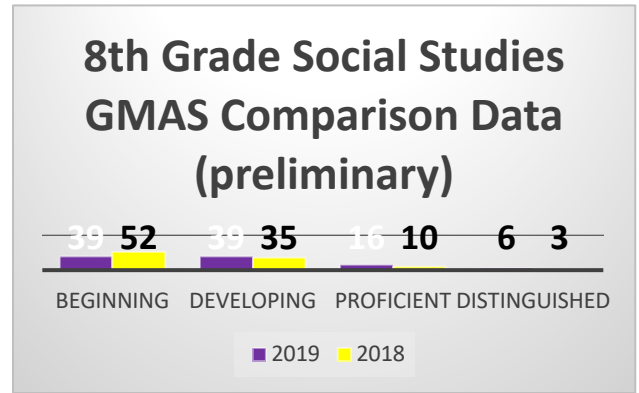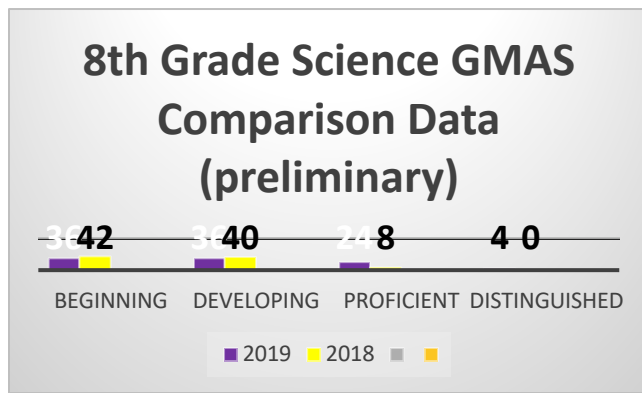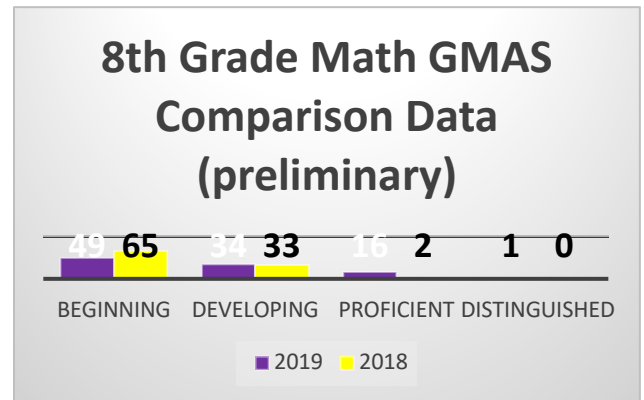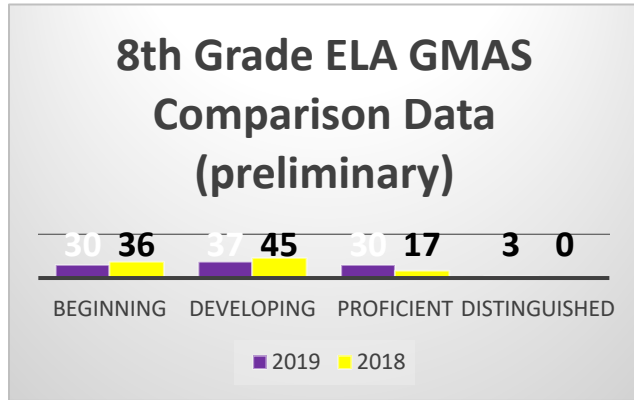
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levels for the school. In essence, there was a 10 and 3 percentage point increase in students scoring at the Proficient and Distinguished levels, respectively.

8th Grade ELA GMAS Comparison Data (preliminary)

	BEGINNING	DEVELOPING	PROFICIENT	DISTINGUISHED
2019	30	37	30	3
2018	36	45	17	0

8th Grade Math GMAS Comparison Data (preliminary)

	BEGINNING	DEVELOPING	PROFICIENT	DISTINGUISHED
2019	49	34	16	1
2018	65	33	2	0

8th Grade Science GMAS Comparison Data (preliminary)

	BEGINNING	DEVELOPING	PROFICIENT	DISTINGUISHED
2019	38	38	24	4
2018	42	40	8	0

8th Grade Social Studies GMAS Comparison Data (preliminary)

	BEGINNING	DEVELOPING	PROFICIENT	DISTINGUISHED
2019	39	39	16	6
2018	52	35	10	3

Although the data above indicates that there were 9 – 20 percentage point gains in all four contents in the performance of students at the Proficient and Distinguished levels, there is still a need to continue the journey towards high achievement. Lovejoy's teachers should continue professional development in areas including enhanced rigor, relevance, and learner engagement, higher-order questioning, thoughtful work and the facilitation of academic discussions.

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The charts below show the results of the Winter 2020 assessments from the district's Illuminate and MAP systems. These data results show student growth from BOY (August 2019) to MOY (January 2020) assessments in the named contents.

6th Grade Winter 2020 MAP Growth Data
% of students scoring in the categories below:

Reading		Low Avg. & Below	Avg.	High Avg. & Above		Language	Low Avg. & Below	Avg	High Avg. & Above
Overall Performance		53%	25%	23%			59%	20%	20%
Domain Performance									
	Informational Text	50%	27%	24%		Understand &Mech.	55%	22%	23%
	Literature	53%	23%	24%		Writing	58%	23%	20%
	Vocab Acq.&Usage	48%	26%	27%		Grammar &Usage	56%	25%	19%

6th Grade Winter 2020 MAP Growth Data
% of students scoring in the categories below:

Math		Low Avg. & Below	Avg.	High Avg. & Above		Science	Low Avg. & Below	Avg.	High Avg. & Above
Overall Performance		61%	23%	17%			53%	21%	27%
Domain Performance									
	Stat&Prob	65%	24%	11%		Physical	55%	19%	25%
	NumSys	51%	25%	25%		Earth and Space	49%	17%	33%
	Geo	60%	20%	20%		Life	53%	22%	26%
	Oper&Alg	61%	24%	16%					

The 6th grade MAP results indicate that 48 – 65% of students performed in the Low Average and Below

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categories in all four contents. The Reading and Science Data showed the most growth from the BOY to the MOY performance. There were greater than 48% of students posting Average or High Average growth according to the Overall Reading and Science scores. Conversely, the Language and Math Overall performance indicates that only 40% of students grew in the Average or High Average bands. Overall, the data indicates a need to initially assess students in the 2020-21 school year to determine the greatest academic need in all areas.

7th Grade Winter 2020 MAP Growth Data
% of students scoring in the categories below:

Reading		Low Avg. & Below	Avg	High Avg. & Above	Language		Low Avg. & Below	Avg	High Avg. & Above
Overall Performance		50%	21%	29%			60%	21%	19%
Domain Performance									
	Info. Text	48%	25%	28%	Understand &Mech.		55%	23%	22%
	Literature	47%	26%	27%	Writing		60%	17%	23%
	Vocab Acq. & Usage	52%	21%	26%	Grammar &Usage		60%	18%	22%

7th Grade Winter 2020 MAP Growth Data
% of students scoring in the categories below:

Math		Low Avg. & Below	Avg	High Avg. & Above	Science		Low Avg. & Below	Avg	High Avg. & Above
Overall Performance		66%	17%	20%			54%	21%	24%
Domain Performance									
	Stat&Prob	70%	15%	15%	Physical		51%	26%	24%
	NumSys	58%	17%	25%	Earth & Space		56%	16%	28%

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

Geo	70%	13%	18%		Life	51%	21%	28%
Oper&Alg	59%	22%	20%					

The 7th grade data above indicates that the greatest gains were realized in Reading and Science as the Overall Performance growth results were 50% and 45%, respectively. In Reading, the highest performing domain was Literature as 53% of students showed Average to High Average growth in this area. The Life Science domain results indicate approximately 50% of students performed in the Average or above growth category. 7th Grade students study Life Science. The performance in this domain was greater than the performance in the Overall Science by 4 percentage points. As reported in the 7th grade charts, Language and Math had the least growth with Overall Average and above growth scores of 40% and 37%, respectively. The lowest performing domains for 7th grade Math are Statistics and Probability, and Geometry with 70% of students displaying Low growth for the first half of the school year. In the Language content, results indicate that 70% of 7th grade students realized Low Average and Below growth in the Writing and Grammar and Usage domains. These data indicate the need to continue the support and services put in place in the prior year to help students progress towards mastery in all contents and domains.

8th Grade Winter 2020 MAP Growth Data
% of students scoring in the categories below:

Reading	Low Avg. & Below	Avg.	High Avg. & Above		Language	Low Avg. & Below	Avg.	High Avg. & Above
Overall Performance	54%	26%	20%			61%	26%	13%
Domain Performance								
Info Text	56%	21%	23%		Understand &Mech.	60%	23%	15%
Literature	57%	19%	25%		Writing	62%	19%	18%
Vocab Acq. & Usage	48%	24%	28%		Grammar &Usage	62%	23%	15%

8th Grade Winter 2020 MAP Growth Data
% of students scoring in the categories below:

Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

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

Math		Low Avg. & Below	Avg.	High Avg. & Above		Science	Low Avg. & Below	Avg.	High Avg. & Above
Overall Performance		86%	11%	4%			58%	27%	15%
Domain Performance									
	Stat&Prob	87%	12%	1%		Physical	56%	29%	14%
	NumSys	73%	21%	6%		Earth & Space	59%	25%	16%
	Geo	70%	23%	6%		Life	58%	20%	23%
	Oper&Alg	70%	24%	6%					

The 8th grade data indicates there was the least amount of growth in this grade level. All contents realized and Overall Average and above growth performance below 46% for the first half of the school year. The lowest performing content was Math in which only 15% of students realized growth of Average and above. The Statistics and Probability domain is an area indicating an opportunity for growth with only 12% of students performing in the Average and above growth category. Conversely, 52% of students realized Average and above growth in the Vocabulary Acquisition and Usage Reading domain. In general, the 8th grade performance was similar to the 6th and 7th grade growth in that Reading and Science posted the highest growth percentages between August 2019 and January 2020 in the Average and above categories. These data indicate a need to provide additional support and training to teachers in all content areas.

Below is the RIT Data from the Winter 2020 MAP assessments above. According to the NWEA website, RIT or "Rasch Units" are **units of measurement involving the difficulty of individual items** to give an estimate for what a particular student has achieved. Scores that students get from the MAP Assessments are called RIT scores and these scores are validated using the RIT scale. The data below shows the comparative RIT scores between LMS, Clayton County, and the NWEA Norm.

Comparison of Winter 2020 RIT Scores

Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Georgia Department of Education
Title I Schoolwide/School Improvement Plan

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

	LMS Mean RIT	District Grade Level RIT	Norm Grade Level RIT	LMS Mean RIT	District Grade Level RIT	Norm Grade Level RIT	LMS Mean RIT	District Grade Level RIT	Norm Grade Level RIT
	6th Grade			7th Grade			8th Grade		
Reading	205.6	203.5	213.5	210.4	206.9	216.4	211.7	211.7	218.7
Language	205	204.3	213.3	208.7	207.9	216	210	211.7	217.7
Math	211.3	210.8	221	213.7	215.5	225.3	217.4	222.3	228.5
Science	201.6	200.6	206.4	203.7	203.7	208.9	205.3	208.1	211.8

*The 8th Grade Math data includes both 8th grade math and Algebra I.

Although the LMS RIT scores fall below the Norm RIT scores, there are several areas in which LMS out-performed the district. The 6th and 7th grade Reading and Language scores were higher than the district RIT scores by 2.1 and 0.7 points (6th) and 3.5 and 0.8 points (7th), respectively. When analyzed, the 6th and 7th grade appears to have performed better than the compared 8th grade. Teacher instructional best practices and content knowledge will be supported to aid in the increase of overall student performance.

The chart below displays Lovejoy's iReady data for the past three years. The data for the school year 2019-20 is incomplete as only the BOY and MOY assessments were complete prior to the transition to virtual learning.

iReady-Reading			
School Year	**BOY**	**MOY**	**EOY**
2017-18		539	540
		MOY (% meeting Typical Growth)	**EOY (% meeting Typical Growth)**
2018-19 (6th)		23%	36%
2018-19 (7th)		29%	45%
2018-19 (8th)		49%	60%
	BOY Diagnostic Results	**MOY Diagnostic Results**	**N/A School Year Ended Early**
2019-20 (6th)	**19% Tier 1**	**24% Tier 1**	
2019-20 (7th)	**19% Tier 1**	**28% Tier 1**	
2019-20 (8th)	**15% Tier 1**	**16% Tier 1**	
iReady – Math			

Georgia Department of Education
Title I Schoolwide/School Improvement Plan

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   the needs of migratory children as defined in Section 1309(2)) that is based on information which includes
   the achievement of children in relation to the state academic content standards and the state student
   academic achievement standards described in Section 1111(b)(1).

2017-18		**470**	**470**	
		MOY (% meeting Typical Growth)	**EOY (% meeting Typical Growth)**	
2018-19 (6ᵗʰ)		**32%**	**45%**	
2018-19 (7ᵗʰ)		**30%**	**59%**	
2018-19 (8ᵗʰ)		**43%**	**54%**	
	BOY Diagnostic Results	**MOY Diagnostic Results**	**N/A School Year Ended Early**	
2019-20 (6ᵗʰ)	**20% Tier 1**	**30% Tier 1**		
2019-20 (7ᵗʰ)	**15% Tier 1**	**24% Tier 1**		
2019-20 (8ᵗʰ)	**8% Tier 1**	**17% Tier 1**		

The iReady data shows a consistent growth in both Reading and Math data for students from the BOY Diagnostic to the EOY assessments for all years. When the 2019-20 data are analyzed independently, the both Reading and Math data indicates that no more than 20% of students in any grade level are performing at Tier I. By the MOY assessment, those percentages have increased as much as 50% - 100%. The 6ᵗʰ grade students grew 5 percentage points in Reading and 10 percentage points in Math. The 7ᵗʰ grade data increased by 9 percentage points in both Reading and Math. Although the 8ᵗʰ grade Reading scores grew by only 1 percentage point, the Math scores more than doubled. The percent of students moving to Tier I in 8ᵗʰ grade Math grew from 8% to 17%. According to the chart above, when in 7ᵗʰ grade, the current 8ᵗʰ grade student data showed 29% of students at Tier 1 growth as opposed to only 16% in the 2019-20 school year. These data indicate the need for collaboration and support of new teachers to identify and implement best practices with iReady across all grade levels.

F. A review of the school's 2018-19 GMAS, 2019-20 MAP and the past three year's iReady data have helped us reach <u>conclusions</u> regarding achievement. According to the 2018-19 GMAS, **the major strengths** we found in our instructional program include an increase in the number of students performing at the proficient and distinguished levels in 7ᵗʰ grade ELA by 15 percentage points. In addition, there were significant increases in the Lexile levels of those students in the Language Live REP program. Students in the program ended the year with an average Lexile of 1046. This equated to a 337 Lexile growth from the beginning to the end of the year across all grade levels.
   - ❖ Additional areas of strengths identified in the 2019 GMAS grade level and content summary reports include:

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- 55% and 58% of 7th and 8th grade students reading at or above grade level, respectively.
- 8% of 8th grade Extended Writing Task scores at level 2 or above in the area of Language Usage and Conventions.

Although there were several examples of growth for the first semester of the 2019-20 school year, we believe that there is insufficient data to determine potential strengths. The instructional impact resulting from the transition to a virtual learning environment has yet to be determined.

When the 2018 and 2019 GMAS data are compared, our **areas of weakness** appear to be moving students from Level 2 to Level 3. Our preliminary summary data indicate that in the areas of ELA, math, science and social studies, 37%, 38%, 36% and 37% of our students are performing at Level 2, respectively. We did, however, decrease the percent of students performing at Level 2 in science by 15 percentage points. As well, the needs we discovered were closing the achievement gap among our students with disabilities and ELL students.

❖ Additional areas of weakness identified in the reported 2019 GMAS grade level and content summary reports include:
  - Remediation for all grade levels in the following ELA domains: Reading and Vocabulary and Writing and Language. 62% - 80% of students across all grade levels indicate a need to remediate learning in these domains.
  - Scores from the Extended Writing task indicate that approximately 50% of all students performed at level 1 in all writing domains.
  - Math domains – Ratios and Proportions, Number Sense, Expressions and Equations, Geometry, and Statistics and Probability
  - 8th Grade Science domains – Students performed at level 1 in the areas of Matter (68%), Energy (67%), Motion (69%), Waves (59%) and Force (70%).
  - 8th Grade Social Studies domains – students performed at level 1 in the areas of History (73%), Geography (77%), Government & Civics (66%), Economics (68%).
❖ Additional areas of weakness identified in the MAP and iReady data above confirm that the domains in the first bullet continue to be areas of weakness. The following domains will also be included:
  - Reading domain – Literature; 53% of 6th grade and 57% of 8th grade students realized less than average growth during the first half of the year.
  - Math domain – Statistics and Probability; 65% of 6th grade, 70% of 7th grade and 87% of 8th grade students realized less than average growth during the first half of the year.

The **specific academic needs** we will address are instructional best practices and data analysis (to inform instruction) to enhance the instructional delivery to our students in each of the weak areas listed above. In addition to delivering intentional instruction for our EL and DES students, we will

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continue to implement Rigor and Relevance professional development and the use of supplemental programs to address deficits in the areas of math, ELA, science, social studies, critical thinking skills, and writing skills, in grades 6 - 8.

The leadership team members, with input from parents and community stakeholders, worked collaboratively to analyze various types of data over the past three years. The data was then used to complete a root cause analysis to identify weaknesses in our instructional program. We discovered that **root causes** for low academic performance included:

- Teachers' need for continued professional development on progress monitoring and utilizing data to inform instruction, improving rigor, developing higher-order questioning and progress monitoring.
- Teachers need for continued professional development in delivering rigorous, relevant and engaging lessons.
- Teachers need for professional development in the effective use of instructional technology.
- Formative and summative assessments were not rigorous and remained mostly multiple choice.
- Teachers were not using data sufficiently to drive instructional decisions.
- There was inconsistency in teaching methods and strategies across contents, lack of vertical teaming.
- Students' literacy and numeracy deficits were not being consistently addressed outside of the Language Live, Support Math, and ELA courses.
- Student's would benefit from additional exposure to rigorous/advanced level courses (Algebra I, Honor's Physical Science, HS Computer Science)

G. The measurable goals/benchmarks we established to address our needs in the aforementioned areas were:

- Decrease the percent of students as Beginning Learners in Language Arts and Mathematics, by three percentage points as measured by the Georgia Milestones End of Grade Test. To add, decrease Beginning Learners in Sciences and Social Studies for 8th Grade by three percentage points.
- Increase the percent of students in Developing and Proficient Performance levels by three percentage points in Reading, Language Arts, Mathematics, Science, and Social Studies as measured by the Georgia Milestone End of Grade Test. To add, increase Developing and Proficient Learners in Sciences and Social Studies for 8th Grade by three percentage points.
- Increase the number of students scoring Distinguished Performance Level by three percentage points in Reading, Language Arts, Mathematics, Science, and Social Studies as measured by the Georgia Milestone End of Grade Test.
- Decrease the number of students absent 10 or more days to meet or exceed the district performance.

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- Increase the number of students with typical growth in all content areas by three percentage points.
- Close the achievement gap among students in the EL subgroup by using the WIDA guidelines during teaching and learning as a benchmarking system to monitor student progress by the Georgia Milestone End of Grade Assessment administration.
- Close the achievement gap among students in the SWD subgroup by effectively implementing students' IEPs, addressing learning modalities, frequent progress monitoring, differentiated instruction, extended learning opportunities, and implementing best practices in co-teaching models.
- Increase the number of high school course offerings for regular education students by adding a Computer Science technology course that aligns to a pathway offered by the feeder high school.
- Increase Professional Development of all teachers, all content areas by providing in-house, district level and/or external professional development. All teachers attending external professional development will be obligated to come back and redeliver information and skills learned.

The data speaks to our use of Title I and local school funds for training in best practices in teaching and learning, differentiation, resources and supplies and technology as well as side-by-side coaching in these areas to support fidelity of implementation. These factors remain a priority to assist in improving academic achievement at Lovejoy Middle School.

SMART Goals for each grade level, each content based upon 2019 GMAS Data Summary:
Research on Smart Goals suggest that specific goals have a much greater chance of being accomplished than general goals. At Lovejoy Middle, the team was able to achieve results well above the set 3% CCRPI growth target in 2019. Although the GMAS was not administered in the spring of 2020, Lovejoy Middle has reviewed school data from the iReady and MAP assessments to create achievement targets for the 2020-21 school year. In anticipation of learning gaps resulting from the immediate transition from face-to-face to a full virtual learning environment, we anticipate zero growth or a slight decline in the overall performance across all grade levels and contents.

- Language Arts – 2 percentage point decline from prior reported performance
- Mathematics – 3 percentage point decline from prior reported performance
- Science – maintain most recent reported results
- Social Studies – maintain most recent reported results

All teachers, all content areas and grade levels will play an active role in increasing student achievement. Student growth and achievement will be monitored via classroom observations conducted by the administrative team, instructional coach, and district level lead teachers. Data review of CCRPI categories and SIP will be monitored by assigned members of the School Improvement Team. These

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teams will be the leaders in analyzing and presenting data each month to the Leadership Team.

2(a). Schoolwide reform strategies that:

Response:

Lovejoy Middle School intends to implement strategies that focus on the following:

1) Engaging instructional teams in assessing and monitoring student's performance.
2) Blending traditional classroom instruction with online delivery.
3) Providing a tiered system of instructional and behavioral supports and interventions.

In order to support an increase in student learning and close the achievement gap among all subgroups, Lovejoy has chosen the work of Daniel R. Venables, *How Teachers Can Turn Data Into Action*, as a framework for how we should use data and information to improve instruction. As outlined in the Effective Practices Research Briefs and Evidence Ratings, "teachers continually assess and collect data with the expectation of determining the academic needs of students. These activities, often referred to as formative assessment, provide evidence of student learning that allows the teacher to adapt the teaching work to meet student needs (Black, Harrison, Lee, Marshall, & Wiliam, 2004)." More important, is having a clear and concise protocol to use throughout the building to analyze the various forms of data and then to modify instruction to support the varied needs of all students. The school will use Venables' Data Action Model to 1) gather and review data, 2) identify gaps and 3) plan for and evaluate action.

In addition, the nation experienced an unprecedented event resulting in the early closing of all school building and transitioning to a virtual learning environment. In Clayton County Public Schools, this happened over a weekend. As Lovejoy Middle prepares to support students in the new "normal" of virtual public education fully or blended, teachers will need support with delivering rigorous digital instruction in a manner that aligns to the learning needs of ALL students and monitoring acquisition of content. Conversely, students will need support in securing appropriate materials to receive content and demonstrate mastery. According to the district's community survey, approximately 30% of Lovejoy students actively participated in virtual learning.

Lovejoy Middle will offer a blended learning experience for our students by mixing traditional classroom instruction with online delivery of instruction and content with a more flexible daily schedule and individualized learning. Blended learning is defined as "a formal education program in which a student learns at least in part through online learning… and at least in part at a supervised brick-and-mortar location away from home" (Christensen, Horn, & Staker, 2013, p.

2(a). Schoolwide reform strategies that:

10). Blended learning is the strategic integration of in-person and virtual learning to personalize instruction (The New Teacher Project, 2014). Differentiating instruction for every child is difficult, if not impossible, without the assistance of technology. Technology and online learning adjust automatically to the level of each individual learner and "…provide a simple way for students to take different paths towards a common destination" (Horn & Staker, 2015, p. 10). To this end, Lovejoy looks to incorporate blended learning as a schoolwide reform strategy.

Another research based intervention strategy Lovejoy will use to increase student achievement and aid in closing the achievement gap is by providing a tiered system of instructional and behavioral supports and interventions in the form of RtI, MTSS, Circle of Support, ACES, and Community in Schools. Hattie's (2017) most recent meta-analysis research yields powerful effect sizes for RtI (1.29), with the potential to considerably accelerate student achievement.

According to the list of Effective Practices research briefs and evidence ratings, "The Response to Intervention (RtI) approach was developed to address the needs of struggling learners and is defined by the National Center on Response to Intervention as follows: Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and reduce behavioral problems. With RtI, schools use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity or nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities." (as cited in Bernhardt & Hébert, 2017, p. 1)

The following are additional scientifically based research strategies that support our strategies for strengthening the core academic program at LMS.

Data Analysis
Daniel R. Venables (2014). *How Teachers Can Turn Data into Action*
Alexandria, VA: ASCD.

Victoria L. Bernhardt (2013). *Data, Data, Everywhere: Bringing All The Data Together For Continuous School Improvement.* New York, NY: Routledge

Implementation of Rigor in the Classroom
Lambert, B. (2016). *Developing Rigor, Relevance and Learner Engagement in your Classroom*.
Larchmont, NY: Eye On Education.

Language!Live
LANGUAGE! Live is a comprehensive English Language Arts curriculum that combines personalized instruction in both foundational and advanced literacy skills to quickly move learners to grade-level achievement. The curriculum has two main components, Word Training and Text Training, plus a robust, integrated assessment system.

2(a). Schoolwide reform strategies that:

LANGUAGE! Live. (n.d.). Retrieved August 14, 2015, from
http://store.voyagersopris.com/languagelive/

Digital Learning: Personalized Learning

In order for students to be successful in an aggressive transition to digital learning, administrators, teachers, staff, students, parents and other stakeholders will participate in organized training. "Planning to accelerate student learning will be more difficult that planning for any 'normal' school year-which is why it's so important to… engage (student's teachers, and families)" in the planning process. The school's Acceleration Planning Team (APT) and advisory committee will collaborate to help identify instructional resources, needs and supports for teachers and students in the Lovejoy Middle community.

Strazewski, L. (2020) What's ahead on COVID-19? TNTP reimagine teaching.
https://www.ama-assn.org/delivering-care/public-health/what-s-ahead-covid-19-expert-offers-forecast-summer-fall

Title I Academic Coach
The addition of an Academic Coach at Lovejoy Middle School created a consistent accountability protocol of professional development, lesson planning, data analysis, and instructional practices. The Coach facilitates weekly collaborative planning and data analysis meetings and engages in the coaching model to help strengthen the instructional practices for teachers at multiples levels.

Spaulding, D., & Smith, G. (2012). *Instructional coaches and the instructional leadership team: A guide for school-building improvement*. Thousand Oaks, Calif.: Corwin Press.

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

The administration and staff of Lovejoy Middle School is committed to providing effective educational experiences and instructional strategies that reach the needs of all students. Many opportunities will be offered to help all students meet the state's proficient and advanced levels

of student academic success. By using research proven strategies, students who are furthest from meeting the standard will still be engaged in the classroom, which will help them to bridge the gap in deficit areas.

The ways that 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 standards, are through multiple opportunities for success and continued improvement in our instructional program by / through:

- Professional development for teachers in the areas of rigor, content, literacy across the curriculum, numeracy, and critical thinking; technology integration and deconstructing state standards to get a better handle on teaching the standards.
- Students will personalize their reading for students by recommending books based on their interests, reading level, and ratings of books read.
- Using an Academic Coach and Independent Consultant to monitor curriculum implementation through classroom observations and lesson plan analysis.
- Using an Academic Coach and Independent Consultant to assist in strengthening teachers' instructional practices and strategies through ongoing professional development and modeling lessons.
- Training teachers on the gradual release model and implementing a school wide explicit instruction framework for delivering lessons. Executing the Explicit Instruction Model with fidelity.
- Training teachers on the Rigor, Relevance, and Learner Engagement instructional planning model to increase the critical thinking skills of students in all contents.
- Differentiating Instruction is to maximize each student's growth and individual success by meeting each student where he/she is and assisting in the learning process in every content, every grade level. Multiple strategies will be created and maintained.
- Establishing a common planning time so that grade level teachers can participate in weekly collaborative planning meetings to unpack curriculum units, deconstruct standards and create learning targets, create assessments, analyze student work, create exemplar products for student use, participate in interdisciplinary planning, and create lesson plans.
- Establishing a common planning time so that grade level teachers can participate in weekly data meetings to engage in data talks, assessment data analysis and interpretation, review of data in SLDS, update data notebooks and data room charts, student progress monitoring, and re-teaching/reassessing action plan creation.
- Providing extended learning opportunities before and after school hours, for enrichment and acceleration in curriculum for students demonstrating high academic achievement.
- Maintaining a Math 180 Course and Language!Live support classes to increase academic achievement in literacy and numeracy.
- Establish the expectation of writing across the curriculum to be monitored through the "proof of learning" journals, lesson plans and classroom observations.
- Use www.gacollege411.org to increase students' awareness of college and career preparation.

- Maintaining the IEPs of students with disabilities and monitoring the implementation of the accommodations outlined in the IEPs through execution of a co-teaching model in a collaborative classroom or within a small group setting.
- Working closely with the ESOL teacher and using WIDA strategies when teaching ELL students.
- Using data to target instruction to students' deficits through the differentiation of instruction and scaffolding instruction.
- Participating in monthly professional development during teacher planning periods and district wide professional learning days to extend teachers' understanding of Rigor, Relevance and Learner Engagement to enhance student's acquisition and application of knowledge.
- Use computer based instructional tools to increase student engagement and extend learning opportunities such as USATestPrep, Gizmos, and iReady.
- Implementation of a school wide Multi-tiered System of Support System to include a collaboration with the district Circle of Support team.
- Use of Response to Intervention and Student Support Teams

- 2(c). Use effective methods and instructional strategies that are based on scientifically based research that:

  - o strengthen the core academic program in the school.
  - o increase the amount and quality of learning time, such as providing and extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum.
  - o Include strategies for meeting the educational needs of historically underserved populations.

Response:

We will increase the quality of instructional time with continued teacher development training and support with the on-site academic coach and contracted independent consultants. We will increase the amount of instructional time by offering extended learning opportunities via the multiple online applications that teachers may use to assign individualized lessons and after school face to face support for low achieving students to obtain additional instructional support in specific areas of weakness and for high achieving students to receive enrichment and acceleration in curriculum. Additionally, increased learning time is provided to students through Robotics club (Math) and Book club (Reading). During the school day, instruction at Lovejoy Middle School is delivered from bell to bell in an effort to maximize learning time with minimal interruption. Lovejoy's strategies also support the implementation of the District's

Priorities: Critical Thinking, Literacy and Numeracy across the curriculum, and Integrated Technology. The following are specific effective methods and instructional strategies that LMS will use to provide student's opportunities to meet the state's proficient and advanced levels of achievement.

Differentiated Instruction

"The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is (in all academic content areas) and assisting in the learning process." (Hall 2005) Although experts and practitioners acknowledge that the research on differentiated instruction as a specific practice is limited (Allan & Tomlinson, 2000; Anderson, 2007; Hall 2002), solid research does validate a number of practices that provide the foundation of differentiation. These practices include using effective classroom management procedures; promoting student engagement and motivation; assessing student readiness; responding to learning styles; grouping students for instruction; and teaching to the student's zone of proximal development (distance between what a learner can demonstrate without assistance and what the learner can do with assistance) (Allan & Tomlinson, 2002; Ellis & Worthington, 1994; Vygotsky, 1978).

Moreover, a growing body of research shows positive results for full implementation of differentiation in mixed-ability classrooms (Rock, Gregg, Ellis, & Gable, 2008). In one three-year study, Canadian scholars researched the application and effects of differentiated instruction in K-12 classrooms in Alberta. They found that differentiated instruction consistently yielded positive results across the broad range of targeted groups. Compared with the general student population, students with mild or severe learning disabilities received more benefits from differentiated and intensive support, especially when the differentiation was delivered in small groups or with target instruction (McQuarrie, McRae, & Stack-Cutler, 2008).
https://www.ascd.org/publication/educational-leadership/feb10/vol67/num05/Differentiated-Learning.aspx

Students at Lovejoy Middle School will be taught using differentiated instruction using the following strategies:
- Create multiple avenues for learning that challenge all students in mixed-ability classrooms.
- Assignment of a chrome book to allow for one-to-one technology and support of digital learning opportunities.
- Engage students in a variety of hands-on-activities, project based learning and authentic tasks that aids in learning and conceptual understanding.
- Create and integrate lessons that combine learning styles, and multiple intelligences to meet the needs of all students.
- Maintain a data notebook which includes strategies to support the various the learning styles of each student to assist teachers with engaging lesson designs (Focus Group)
- Utilizing technology based content lessons to help student work at their level.
- Implementation of individual student data profiles to support students' creation of short-

and long-term academic goals.

Gizmos

Gizmos are fun, easy to use, and help students develop a deep understanding of challenging concepts through inquiry and exploration. They are research-based, flexible tools used by teachers across all 50 states in a wide variety of ways. Gizmos are ideal for small group work, individual exploration, and whole class instruction using an LCD projector or interactive whiteboard. Gizmos are designed to supplement your existing curriculum. Gizmos are correlated to state curriculum standards, the Common Core standards, and over 300 textbooks, making them easy to integrate into your instructional program.
www.explorelearning.com

Math 180 Program – *MATH 180™* is a revolutionary math intervention program for the Common Core. Designed to address the needs of struggling students in grades 6 and up, MATH 180 builds students' confidence and competence in mathematics while providing teachers with a variety of support to ensure success and accelerating their progress to algebra.

https://mathsolutions.com/our-solutions/math-180/

i-Ready Math and Reading – i-Ready Diagnostic & Instruction is built for the Common Core. It provides the data-driven insights that classroom teachers and school and district administrators need to determine exactly where to focus their instructional time to ensure all students are on track to meet these more rigorous expectations and to succeed on the accompanying assessments. This assessment was serve several purposes:

- Accurately and efficiently assess student knowledge by adapting to each student's ability for the content strands within each subject. Offer an accurate assessment of student knowledge, which can be monitored over a period of time to measure student growth
- Provide valid and reliable information on skills students are likely to have mastered and the recommended next steps for instruction
- Link assessment results to instructional advice and student placement decisions

https://www.curriculumassociates.com/products/i-ready/i-ready-learning

Flexible Grouping

Flexible grouping is a basic strategy for differentiating instruction that allows students to work together in a variety of ways, and in a number of arrangements. Grouping may be whole group, small group, triads, partners, individual, teacher led, or student led, and depend on instructional activities, learning goals and student needs. Flexible grouping arrangements are short term and changeable. Some benefits include increased problem solving and communication skills.
Coil, C. (2007). *Flexible Grouping: It's More Than Just Moving Their Seats!* E-Zine, Vol. 3, 1. www.carolyncoil.com

Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Collaborative Planning –
When teachers collaborate on their planning and teaching, they are better able to meet the needs of diverse students (Thousand, Villa, Nevin, 2006). Results of their research included decreased referrals to intensive special education services, increased overall student achievement, fewer disruptive problems, less paperwork, increased number of students qualifying for gifted and talented education services, and decreased referrals for behavioral problems.
Thousand, J.S., Villa, R.A, & Nevin, A.I. (2006). *The Many Faces of Collaborative Planning and Teaching.* Theory Into Practice, 45(3).
https://www.researchgate.net/publication/237052348_The_Many_Faces_of_Collaborative_Planning_and_Teaching

Language!Live
LANGUAGE! Live® is a comprehensive literacy strategies solution that combines foundational and advanced literacy skills with digital and teacher-led reading intervention to significantly improve literacy skills.
- Uses innovative technology to strengthen phonemic awareness
- Merges leading-edge research and data-driven assessment in a unique, motivational, classroom-tested approach
- Provides the flexibility to implement in any classroom
- Struggling readers excel to close the gap faster than with any other literacy product

Its effective reading strategies have been useful for English language learners, special needs students, students with language deficits and specific reading difficulties, and general education populations.
https://www.voyagersopris.com/literacy/language-live/overview

Co-Teaching Model
Co-teaching provides learning opportunities to reach all students. The model allows more time to focus on content and less on individual problems. With the help of a special educator, it allows general education teachers more opportunities to meet the needs of individual student learning styles Through collaboration, both general and special education teachers have more time to learn share and use learning strategies. Students gain a strong emphasis on learning skills, organizational responsibility and preparedness. Also, students have increasingly more opportunities for leadership and growth within the least restrictive environment, In addition to less fear of failure due to successful experiences.

Adapted by Helen Barrier, T/TAX@VA Tech from: Dover, Wendy (1994) The Inclusion Facilitator, The Master Teacher, Inc.

USA Testprep (Science and Social Studies)
USATestprep, LLC, a leading nationwide provider of state standards-aligned curriculum resources and assessments, has evolved into a comprehensive teaching platform for grades 3-12. The company has assisted students with high stakes testing since 1998. With 2 million students using their products each school year, including more than 75% of high school students in Georgia and nearly 70% in South Carolina, they are a trusted leader in the industry, as judged by teachers, administrators, and parents. Their program aligns 100% of the state standards. The platform delivers teacher-written, standards-aligned content with daily tools for the creation of diagnostic, formative, and summative assessments, progress monitoring, and customized remediation.

Additionally, the platform has three learning modes. The flexibility of the learning modes puts control in the hands of teachers as they decide when and how to use USATestprep to partner with their individual style of teaching. Classroom Mode / Assessment Mode / Personalized Learning Mod.
https://www.usatestprep.com/about-us/

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

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

Response:

Teachers will use data from national, state, and school-based measures to assess if student needs have been met. Student performance data will be analyzed to identify target areas of weakness and to create an action plan for re-teaching and re-assessing. Data from the following areas will be analyzed:
- Georgia Milestones Assessments District Benchmark Assessments
- Common Assessments and daily Proof of Learning (POL) data
- Past data in SLDS
- Language!Live Reading Data
- Math 180 Data

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- o the integration of vocational and technical education programs.

- iReady data
- REWARDS data
- Discipline data
- Attendance data
- Gizmos data
- Illuminate and MAP assessment data
- Students' course grades
- Georgia college 411

To help further determine if such needs have been met and to accelerate successful performances for the whole child, additional supports are put in place. The counseling department works closely with community partners specializing in supporting the development of the social-emotional learning (SEL) of all students. The following programs are onsite at LMS:

- Adverse Childhood Experiences (ACEs) - Adverse Childhood Experiences have a tremendous impact on future violence victimization and perpetration, and lifelong health and opportunity. Working together, we can help create neighborhoods, communities, and a world in which every child can thrive. There is an ACEs counselor is housed at LMS providing individualized counseling services for students. These individuals partner with our administrative team and counseling department to identify students in need of their services.
- Communities in Schools – Their mission is to surround students with a community of support, empowering them to stay in school and achieve life goals. A member from this organization is onsite at the school and acts as a liaison between home and school to help identify resources and supports for student success.
- **HS Computer Science course** – Students will have the opportunity to gain exposure to the Course I of the Computer Science pathway offered at the feeder high school. Our society is experiencing a shift into a widespread digital

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

presence and awareness. This course encompasses ideas such as digital literacy, digital competency, and computation thinking. The skillset will empower our students to solve many of our societal problems and participate effectively in the digital age.


2(e). Address how the school will determine if such needs have been met: and,
- o   Are consistent with, and are designed to implement, the state and local government plans, if any.

Response:

We will determine if the needs have been met through an analysis of formative and summative data, artifacts, analysis of student and teacher work, evaluation of student outcomes such as attendance, grades, discipline, and progress toward goals. To assist with the monitoring and forward progression of student achievement, LMS will continue to engage in V. Bernhardt's (2013) Cycle of Continuous Improvement. Teachers will engage in weekly collaborative planning, deliver rigorous and engaging lessons, administer bi-weekly common assessments, and analyze that data to determine next steps during the following collaborative planning session. A visual of the cycle is listed below.
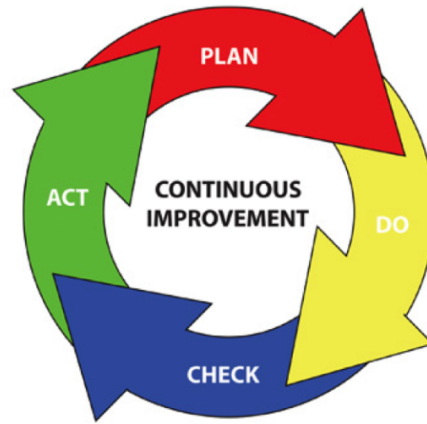
Using both class summary reports and individual student data sheets, teachers will monitor those students who continue to score below proficient. These data will aid in determining the appropriate "Safety Net" and, where needed, begins the RTI.

3.	Instruction by highly qualified professional staff

Response:

Lovejoy Middle School currently employs an approximate staff of 40 full time highly qualified teachers according to the requirements of ESEA. Lovejoy Middle School ensures that all new hires are Highly Qualified by following the district's policies and procedures regarding staff selection and hiring process. We are actively recruiting HQ teachers in the area of Special Education Math for grades 6, 7, and 8.

All new teachers will attend the district sponsored New Teacher Orientation. They will also participate in an orientation session at LMS. Lovejoy Middle has a teacher mentoring program designed to assist teachers who are both new to the profession (1-3 years) and/or new to LMS become acclimated with the school and district's professional expectations. The mentors are assigned school based mentors and meet as a group monthly for professional development designed specifically to meet their needs. The administrative team attends the meetings and, along with the Title I Academic Coach, monitor full implementation of the district's S.T.A.R.T.s model by performing weekly walkthroughs to provide feedback and direction.

Our Title I Academic Coach supports our teaching staff with professional development, side by side coaching, and facilitation of collaborative planning and data analysis. On-going support is available in the areas of classroom management, increased rigor, unpacking the standards, differentiated instruction and flexible grouping. This channel provides weekly professional

3.	Instruction by highly qualified professional staff

content related to instruction, discipline, data and other methods to improve the academic environment here at Lovejoy.

Professional Development is an on-going strategy to keep staff abreast of the latest trends, best practices and research in education. Teachers participate in professional development during staff meetings, common planning time, and through system-wide training opportunities, endorsement programs and conferences.

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

Response:

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 addressed in 1(f). For example, at various times, we met with stakeholders to include the aforementioned to gain input on how Lovejoy Middle School could improve its academic program. Professional Development is designed according to the stakeholder input and teachers' specific needs based on classroom observations and lesson plan feedback.

These needs are aligned with the State's academic content and student academic achievement standards for the purpose of increasing student achievement with all of our students and closing achievement gaps between subgroups.

In light of the unprecedented closing of schools 2 months prior to the end of the school year, teachers were forced to transition to an exclusive facilitation of digital learning. This "new normal" developed a need for professional development in the area of technology for teachers and support staff. LMS anticipates the need to provide parent support in the area of technology. This support may include training on applications used for homework review and enrichment, the google classroom platform, and various communication and student performance platforms.

LMS will take advantage of the instructional technology training offered by the district. In addition, we will partner with onsite support teams (ACEs and Communities in Schools) and other CCPS middle schools to identify innovative means of delivering stakeholder support and designing engaging visual and differentiated lessons.

Specific teacher and support staff professional development needs are:
- Differentiated lessons in the digital classroom

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

- Continued implementation of the Explicit Instructional Model
- Increasing Rigor in teacher's specific pedagogy
- Improving and enhancing the Co-teaching model digitally
- Engaging middle grade learners in a virtual environment
- Site-based Learning with Title I Academic Coach

We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. For example:
- Purchase books for book study.
- PD conferences for teachers and administrators based upon needs assessment including data analysis, integrating technology, Literacy across the curriculum, content Math, content Science, and content Social Studies, along with PD related to SWD and ELL student achievement.
- Provide PD on-site during and after school hours using Title I and PL funds.
- Monitor classroom instruction through Focus walks to ensure implementation of PD.
- Conduct weekly grade level and bi-weekly department meetings.
- Utilize CCPS district level Lead Teachers and PL staff to provide PD for applicable staff.
- Bi-weekly meetings with the School Improvement Team to determine PD needs.
- Provide resources for classrooms to carry out the implementation plans.
- Utilize Title I Academic Coach for on-site job embedded professional learning

We have included teachers in professional development activities surrounding the use of MAP and Illuminate to create and administer academic assessments. These systems enable teachers to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways:
- LMS will provide instructional staff with training in use of the SLDS. Further SLDS training will continue thereafter as needed.
- Research in the form of a book study, *How Teachers Can Turn Data Into Action (Venables, 2014)*.
- Teachers will participate in professional learning on the use of assessments to drive the instructional program.
- Teachers will participate in ongoing PD delivering effective virtual instruction and fidelity of curriculum implementation, with a particular emphasis on

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

	Literacy across the Curriculum and Critical Thinking. • Teachers will receive PD in rigor and relevant strategies to apply in all contents. SWD and ELL teachers will be included in PD to positively impact student achievement across all subgroups.

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

Response:

The school will work collaboratively with district human resources department to ensure that all certified staff members meet HQ requirements. In the selection process, school administration will utilize *TalentEd/ApplicantTrack* and the PSC website to ensure that candidates meet HQ requirements before interviews are scheduled. Additionally, the school will plan each year's master schedule with HQ certification areas in mind. We will post vacancies on *TalentEd/ApplicantTrack* and attend job fairs to attract high quality teachers. Additionally, we will work with the district's Department of Professional Learning to secure TAPP candidates.

LMS also employs several strategies to attract teachers to the exciting things happening at Lovejoy Middle. The school uses social media and other forms of communication to appeal to potential candidates. LMS also implements several programs to recognize and celebrate accomplishments of faculty and staff.

- Teacher and Staff Member of the Month
- Mentoring with C.A.R.E. (Communication that Applies Rigor (and Relevance) in Education)
- Monthly mentoring meetings with Admin attendance
- Administrative Open-Door policy

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

Response:

We have involved parents in the planning, review, and improvement of the comprehensive school wide program plan by identifying a team of certified employees and site based support partners to assist with working to increase parental involvement. The team identified assists with organizing parent workshops, communicating with parents via telephone, text messages, calling posts, or email to extend invitations to school activities and assisting in building relationship

with community partners, etc. Parents are regularly solicited to provide input toward school improvement and finding ways to build capacity and increase parental involvement toward increasing student achievement. Parents will be invited to participate in this process via e-mail/text communication, website posting, external marquee announcement, and calling post messages. All parents who would like to give input will be provided with that opportunity. We also have a Suggestion Box in the front lobby to allow parents to share ideas, recognize teachers/staff, and offer training topics for the Parent University workshops. Parent workshop topics may include homework assistance, Common Core transition, teaching and learning in a virtual environment, and a variety of other topics as identified by surveys, suggestions and conversations with parents.

We have involved parents in the planning, review, and improvement of the comprehensive school-wide program plan by including selected parents on the revision committee. Parents provided feedback on instructional growth areas and the need for increased parent involvement. Also, parent input from e-mails, personal conversations, and telephone calls were also taken into consideration in the formation of the School-Wide Title I plan.

We will provide trainings to educate the teachers, student services personnel and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and the school, by working with parents as equal partners in the educational process to positively impact the academic achievement of the students. The Title I Assistant Principal and Title I Academic Coach will offer staff development opportunities for the entire faculty to build the necessary relationships between home and school, while emphasizing the value of parental contributions and parental involvement. We may also ask other CCPS support personnel to assist in presenting strategies for effective parent involvement. A staff development will be offered for all teachers to educate them on the importance of effective teacher/parent communication. Teachers will be provided with strategies that can be helpful to them when working with parents.

Lovejoy Middle's Parent/Student/Teacher/School Compacts are written and developed by members of the staff, parents, and students; they are updated annually based on need and new ideas. Compacts are given to every parent at the beginning of each school year. Two copies are provided, one to sign and return and the other is to remain at home. Parental involvement is expected to increase each year as we provide flexibility in dates and times for parent trainings and input opportunities. LMS will implement a Lunch and Learn program with the administrative team (informal chats, Q&A, solution sharing, etc.). The Lunch and Learn sessions will have different topics that are relevant to our parents. The Compacts will be revised based on input from stakeholders. Parents will continually be invited to participate in the Title I Meetings, Local School Council Meetings, and other planning processes of the school.

Lovejoy will have the following to support:
- Curriculum Nights – twice a school-year.
- Parents will have access to the GA Parent Survey.

- We will have the Comprehensive School Improvement and Title 1 Plans on the school website.
- We will host 2 PTA meetings per school year.
- The Parent/Student/Teacher/School Compact will be sent home.
- Media Specialist will host a Fall and Spring Bookfair.
- Parents will be notified of all upcoming events via the Remind App, ConnectEd phone call, website postings, external marquee, and email using School Messenger.

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7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs or to assist students with the transition to middle school, high school or college.

Response:

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: LMS will use targeted pull-out, after school, and Saturday remediation programs to ensure that students are academically ready to transition to the next grade level. The school will also collaborate with feeder elementary schools to host a Rising 6th Grade orientation, wherein academic, social and behavioral expectations will be reviewed. Finally, the teachers, administrators, and counselor will conduct vertical planning with Lovejoy High School (main feeder school), culminating with a collaborative parent/student advisement night hosted at LMS to prepare students to transition from LMS to LHS. In the rising 5th grade orientation and the 9th grade advisement, Core content teachers, CTAE and Fine Arts Teachers will provide presentations to students in order to promote vocational programs and academic clubs.

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8. Measures to include teachers in the decisions regarding the use of academic assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Response:

At the beginning of the school year, teachers will analyze the school's performance on the Georgia Milestones End of Grade/Course. After analyzing the data, teachers will prescribe a plan to incorporate the use of daily instruction, and on-going classroom/content area assessments. Teachers will also, meet with the department chairs, Title I Academic Coach, and district level content coordinators to make adjustments to the pacing guide to address the learning gaps. It also allows the current grade level to make a year-long plan that includes the previous years' deficiencies and current deficiencies.

In addition, the school's leadership team, which includes several teachers, also collaborated to write the CSIP. The team fosters shared leadership including staff input on use of assessment and the effectiveness of the overall instructional program. During Pre-planning, teachers were exposed to all District priorities, and the urgent need for a commitment to high performance.

During this time, each Department, included 2018 GMAS data to support their goals.

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

Response:

We provided activities to ensure that students who experienced difficulty mastering proficient or advanced levels of academic achievement standards were provided with effective, timely additional assistance. Those activities targeted small group academic pull-outs during connections periods. Also, students had access to morning/afternoon teacher tutorial. Additionally, students were invited to Title I After School and school based on common assessment, GMAS, and district assessment data. Title 1 funds will be used to improve academic achievement in the areas of Mathematics, Science, Language Arts, and Algebra 1.

Teachers frequently reviewed data utilizing the SLDS system, data notebooks, and data room tracking. In instructional planning sessions, interdisciplinary teams analyzed data to inform instruction, utilizing *Illuminate* to view assessed standards and domains which are deficient for groups of students and individuals. Grade level and content meetings will also be used for teacher teams to collaborate toward identifying struggling students in a timely manner. Further, on early release days, teacher teams participated in vertical articulation and common planning to identify student difficulties in a timely manner. Struggling students were identified, and appropriate interventions were put into place to ensure that they met standards. Also, interdisciplinary teams met weekly to identify, provide interventions, conduct parent meetings, and progress monitor as part of the RTI/SST process.

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10.   Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training

Response:

The resources from Title I were used to provide additional professional learning, materials, increased parental involvement, and resources in order to help raise student achievement across all content areas. Budgets, materials, and funding sources based on state and school system allocations will first be reviewed to ensure that Federal funds are being used to best maximize school-wide academic achievement. Title 1 funds will be used to improve academic achievement in the areas of Mathematics, Science, Language Arts, and Algebra 1. Additionally, local funds allocated to vocational programs were considered in forming all Title I decisions.

- Personnel funding for Title I Academic Coach

- Funding for professional development in the areas of explicit instruction, literacy, critical thinking and math instruction to help improve teacher practices
- Funding for web based teaching resources

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

Response:

The district began the Georgia Milestones score report training by training at least one school administrator and the Instructional Site Facilitators. The three-hour training included a PowerPoint, sample score reports, and a binder to hold data documents. The participants then trained school staff. Following the initial training, the district created a Georgia Milestones parent and student training toolkit that included a PowerPoint, presenters' guide, parent/student documents, and sample score reports along with directives for implementation. Each school leader is responsible for ensuring parents and students are trained on how to read and interpret individual student Georgia Milestones score reports. Our district has ensured that these resources are accessible to non-English speakers. We will continue to conduct these trainings annually. The district, through the Office of Federal Program, also host an annual Georgia Milestones parent curriculum night that includes a session on Georgia Milestones score reporting and interpretation. GMAS reports will be mailed home at the end of the year with student report cards. Additionally, parents will have the opportunity to discuss applicable data with teachers during parent conferences and at parent nights.   Report cards and standardized test scores will be shared using website, school marquee, and school messenger.

In addition, individual student assessment results will be provided to parents through specified score reports (GMAS, ACCESS, Language!Live, and Math 180).

Infinite Campus Parent Portal training will be conducted by the Media Specialist during Open House, Curriculum Nights and Annual Meet and Greet to ensure that all parents are able to assess their child's grades on a daily basis.

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

Response:

The Department of Assessment and Accountability for Clayton County Public Schools is responsible for the collection and disaggregating results from our state and national assessments, especially the Georgia Milestones, which is a state mandated test. The school system, through the Technology and Research departments, collects data from state assessments. Data is then sent to the school for further disaggregation and analysis. Upon receipt, the Principal leads a data team to analyze the data for presentation to the faculty and presentation to parents. Data is

drilled down from the school, to the content area, grade level, and individual teacher.

Data analysis is a main responsibility for teachers. However, the Title I Academic Coach gives guidance to teachers for implementing protocols to be used for reviewing, analyzing, and interpreting data. Data is additionally discussed in content meetings. Illuminate is used for assessment collection and analysis, the State Longitudinal Data System (SLDS) is also utilized. We require teachers, during their collaboration meetings, to review data by "All Students" and subgroups that include English Learner, special education, gifted, race, ethnicity, economically disadvantaged, and gender. Also, teachers must create individual data reports, and then meet with administration to discuss data outcomes and set goals for the future. Most district and school assessment data is aggregated and disaggregated through the Illuminate data management system.

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

Response:

The state makes efforts to report statistically sound assessment results. The GA Department of Education determines the statistical soundness of state-mandated tests. When there is a question of validity of a non-state mandated test or its administration procedures, Clayton County's Department of Research and Evaluation is available to apply the rules of validity or soundness and provide technical assistance in the process.

The summative assessment data utilized in the development of this Title 1 plan are derived from both state and national assessments that have been validated and administered statewide and nationwide.

Clayton County Public Schools Research, Evaluation, Assessment, and Accountability is responsible for developing tools and processes that can be used to analyzed and report performance data that meets the decision-making requirements of Clayton County Public Schools' stakeholders, including administrators, teachers, other employees, students, parents, and the general community. The Department fosters the use of data by our staff through the implementation of training and the development of training materials that are shared with us.

14.	Provisions for public reporting of disaggregated data.

Response:

Reports are published on the GADOE website and released to the news media by the state DOE. A link to the GADOE website is provided on the CCPS website. Also, the local news media provide the public with detailed information about test results.   Also, the school will do a calling post and update the marquee to advice parents when standardized test results are available for parent viewing. Moreover, data is displayed in centralized locations within the school building.

As a result of the Elementary and Secondary Education Act waiver, data are reported via the

College and Career Readiness Performance Index. This information is found on GaDOE's website. For stakeholder's convenience, a link to the state's website is available on the school's website.

Lastly, Lovejoy Middle School will annually publish its state test results and made available for stakeholders throughout the school, teacher's data notebook, Parent Resource Center, website, and front office. We will also continue to communicate student outcome results to parents and stakeholders at various school and parent meetings throughout the school year.

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

Response:

Lovejoy Middle School is a Title I school wide program. The school has an approved plan that was developed over a one-year period. The plan is updated by school representatives, student, and community members and is reviewed by representative from the CCPS Central Office and outside consultants. The review process is conducted annually. We amassed a committee comprised of various stakeholders to assist us with developing a school-wide plan that will help improve student achievement. This committee has been engaged in the school-wide Title planning process for one-year. Lovejoy Middle School uses multiple forms of communication to invite feedback and input on its Title 1 plan annually. An annual meeting for all stakeholders (parents, students, staff) will be held to discuss data and changes to the SWP, input and feedback will be requested from all participants.

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

Response:

Multiple stakeholders were involved in the development of the plan in a variety of ways. The leadership team, made up of content leaders and operational leaders in the school, provided input in the development of the plan, by analyzing data and using the results to help determine areas for improvement. Parents were surveyed in the spring of 2019, and survey results were included in the development of the plan. Additionally, parents provided input by e-mail and in personal conversations with teachers and administrators. Finally, a Title I Planning committee met to review the parent involvement policy, the needs assessment, and create the Title I SW plan and budget. The Title I planning team included a student, two parents, teachers/department chairs, Title I Academic Coach, and three administrators including those listed below.

Mr. Lonnie Farmer	Principal
Mrs. Kimberlee Barnett	Assistant Principal
Mrs. Devlyn White	Assistant Principal
Ms. Taylor Robinson	Counselor
Ms. Syhjia Coleman	Counselor
Ms. Tequila Sanders	Title I Academic Coach
Dr. Floria Willis	6th Grade Level Chair
Dr. Tamita Reed	7th Grade Level Chair
Mr. Rafiel Johnson	8th Grade Level Chair
Ms. Pandora Payne	DES Chair
Ms. Randi Carter	Media Specialist
TBD	Science Department Chair
TBD	Mathematics Department Chair
Mr. Daniel Lee	Language Arts Department Chair
Ms. Aviance Welch	Social Studies Department Chair
Dr. Belinda Robbins	Connections Department Chair
Mr. Maxwell Hughey	Gifted Department Chair

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

Response:

Once the plan is reviewed and approved by the Central Office Review Team, it will be placed on Lovejoy Middle School's website to be viewed by the LEA, public, parents, and other stakeholders. The school's plan will be available in the office and media center as well.

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

Response:

Once approved, the school will send a translating request to the district for the plan to be translated to Spanish and Vietnamese. Also, the plan will be posted on Lovejoy Middle School's website, which utilizes *Clayton County Translators* in providing parents the ability to view the plan in various languages from our website homepage.

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

Response:

The Title 1 plan is subject to the school improvement provisions of Section 1116 which is to improve the academic achievement of disadvantaged students, and to involve stakeholders in the decision making process. The plan is updated annually with stakeholder input and monitored throughout the year. The school is not identified as Promise School for the 2018-19 school year.