

**Title I Plan**  
**Dalton Middle School**  
**Grades 6 -8**  
**FY 2016-2017**

Revised August 15, 2016

Staff Review August, 2016

Parent Review September, 2016

Final Draft September 27, 2016

Table of Contents  
Dalton Middle School Description

Component One – Needs Assessment

Component Two – School Wide Reform Strategies

Component Three – Highly Qualified Staff

Component Four – Professional Development

Component Five – Recruiting and Retaining Teachers

Component Six – Building Parent Capacity

Component Seven – Transitions from Early Childhood Programs

Component Eight – Teacher Involvement in Decision Making

Component Nine – Additional Assistance

Component Ten – Coordination of Programs

Component Eleven – Assessment Results

Component Twelve – Provisions for the Collections and Disaggregation of Data

Component Thirteen – Valid and Reliable Disaggregated Results

Component Fourteen – Public Reporting

Component Fifteen – Plan Development Period

Component Sixteen – Community Involvement in Plan

Component Seventeen – Plan Availability

Component Eighteen – Plan Translation

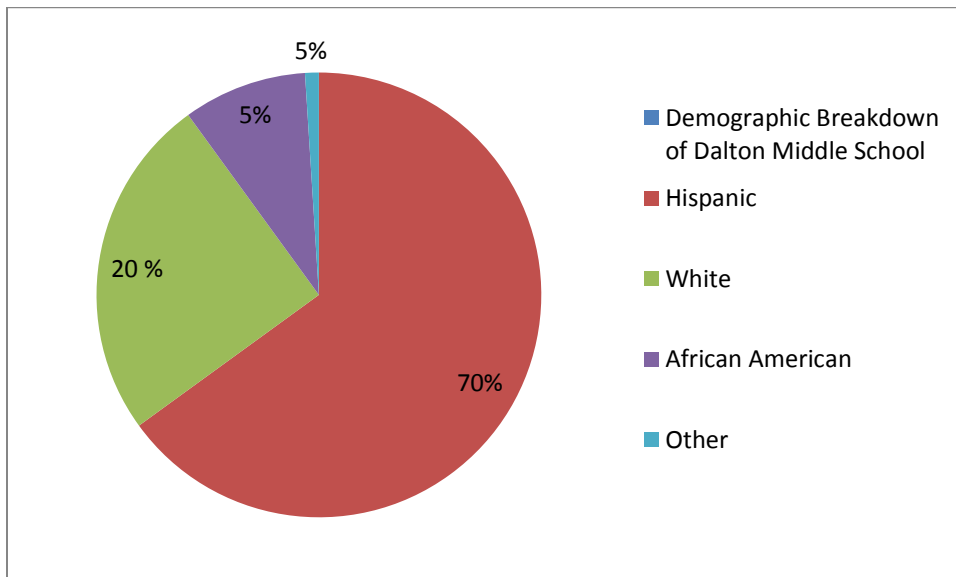
Component Nineteen – Section 1116 Provision

## Title I Program Plan

### Dalton Middle School

2016-2017

Dalton Middle School is the sole middle school and the largest school in the Dalton Public School System. For the 17 years the school has been in existence, it has served grades 6, 7 and 8. The school facility was built in 1999 and is located off of the North Bypass in Dalton, Georgia. The total enrollment for the school year 2015-2016 was 1762. The ethnic/racial background is 70% Hispanic, 5% African American, 20% White/non-Hispanic and 5% other. The percentage of students eligible for free and reduced lunch is 79.34 %. As one enters the middle school, the diversity is evident with more than 48 nationalities represented by flags from each of the countries of origin.



The school is organized into grade level wings. Each grade level contains five interdisciplinary teams. These interdisciplinary teams instruct students in the disciplines of math, social studies, science, and literacy. Spanish is offered for high school credit to eligible eighth graders in addition to their reading instruction. During the 2016-2017 school year, eighth graders will also have the opportunity to receive high school credit in Algebra I and Physical Science and Health. Additionally, DMS offers inclusion settings for ELL and ESS students within the teams.

## School Profile for 2016-2017

Grade Levels	6-8
Enrollment Projection (2016-2017)	1780
Enrollment by Grade (15-16)	
Grade 6	582
Grade 7	570
Grade 8	592
Homerooms	77
Certified Staff	132
Free and Reduced Lunch Projection (15-16)	80%

### School Design Team:

The SDT is composed of the leadership team, team leaders, department chairs, a literacy coach and classroom teachers. Members of this team included: Phil Jones, Missie McKinney, Adam Martinez, Heather Lawson, Nancy Zahn, Chris Manis, Julie Stokes, Tom Lee, Marc Hefner, Renee Golden, Xiomara Romine, Matt Sane, Bob Campbell, Julia Cagle, Amber Souther, Nalta Massey, Felicia Corbin and Kathryn Barger-Howell.

The Title I Design Team is made up of various representatives from Dalton Middle School. Each department and specialty program was taken into consideration when selecting the team. The Title I Design Team will work with all stakeholders of Dalton Middle School to ensure the plan is carried out in its entirety. This team developed the schoolwide plan using all of the data at their disposal. The members of the team included:

Dr. Phil Jones – Title I Team Co-Chair, Principal

Nancy Zahn – Title I Team Co- Chair, Administration

Brandon Headrick – 8<sup>th</sup> Grade/ESOL Teacher

Jennifer Hastings– Literacy Coach

Brandi Moore – Math Coach/Math Lab Coordinator

Mitch Doxsee – 7<sup>th</sup> Grade Literacy Teacher

Jennifer Simmons – Counselor

Terry Helton – Reading specialist/Title I

Raul Ramirez – Connections Teacher

Eric Smith – Math Connections Teacher

Maegan Larimer – 8<sup>th</sup> Grade Literacy Teacher

Beth Sams – 6<sup>th</sup> Grade Math Teacher

## Component One – Needs Assessment

A comprehensive needs assessment of the entire school was conducted that addressed all academic areas and other factors that may affect achievement.

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

Nancy Zahn  
Terry Helton  
Eric Smith  
Brandi Moore  
Jennifer Simmons  
Missie McKinney  
Heather Lawson  
Amber Souther  
Jennifer Hastings

The ways they were involved include data gathering and analyzing, editing and writing, compiling student information. All stakeholders were part of discussions concerning the budget process and implementation of the programs at DMS.

We have used the following instruments, procedures, or processes to obtain this information:

EOG Ga Milestones Scores	Running Records
IKAN	Aims-Web (ESS)
Orleans-Hanna	Math Probes
Study Island Assessments	Fountas & Pinnell Benchmarking/Lexiles
Teacher-Made Tests	Access Test Data (ELL)
Write Score	
EOC Milestones – high school credit classes	

An analysis of the data indicates mathematics, reading/writing and science for specific curricular needs to be targeted for improvement. In addition to these disciplines being the focus of intense instruction at school, additional opportunities for instruction are key components to academic achievement in middle school students, particularly among low socioeconomic students, our students with disabilities (SWD) and our second language students (ELL).

All of Dalton Middle School's assessment data can be accessed by the public through our school website or the Georgia Department of Education website. Additionally, our school assessment data is published in the local paper, The Dalton Daily Citizen as well as the Chattanooga Times Free Press. Although an analysis of recent data indicates some improvements in reading comprehension, math and writing, these areas still need to be targeted for improvement as much work remains to be done.

The math department took a very close look at student test scores and achievement in regards to Georgia's math standards. After some additional testing, including the IKAN (The Individual Knowledge Assessment of Numbers) and the Orleans-Hanna, and some locally made math probes, the department found gaps in the majority of the students' learning that could possibly be a factor in the slow growth of mathematics achievement. Because of these gaps, the teachers in the math department realized changes needed to be made in how our math lab and extra-help math classes operate. The Math Support classes are designed to shore-up and renew foundational math concepts. Without a solid retention of these foundations, a student is much more likely to struggle not only in the present year, but during future years to come. Students are enrolled in the math support classes based on their Math Probe scores as well as the IKAN and teacher recommendation. While enrolled in the class, students are provided interventions based on their individual needs. When mastery of a concept is achieved, the student is taken out of math support. The enrollment of math support is designed to be very fluid and flexible. It is designed to really focus on specific content and help students master the concept in order to be more successful in the everyday math classroom.

The Math Lab model for support will enable us to reach more students on campus. The lab is the place to receive extra help and retake assessments (as needed or prescribed by a teacher) before school, during lunch or after school on Tuesdays and Thursdays. DMS firmly believes that our support options can benefit every student in our building. We're making a very intentional effort to support all students so that they are successful.

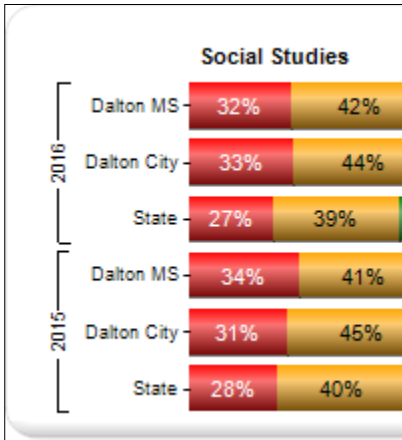
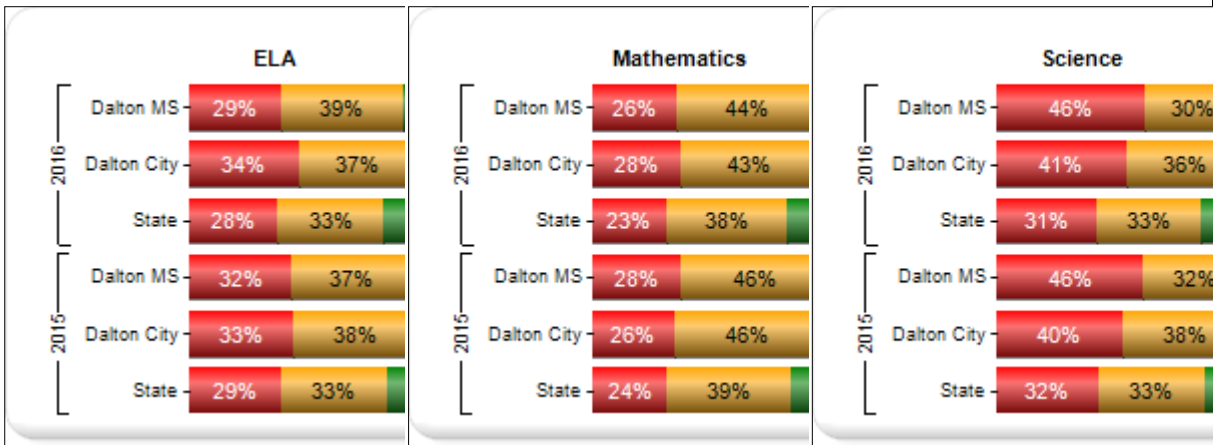
Upon looking at data in the area of science, it was clear that more intensive work is needed to be done to enhance the curriculum and carefully unpack standards to help with student achievement. DMS decided teachers needed to be given the opportunity for staff development in content specific categories. Provisions were made for a several teachers from all three grade levels to participate in workshops and or conferences to increase and enhance content standards. Eighth grade science teachers especially needed extra support to help prepare them for the rigors of offering high school credit bearing classes. Expenditures for additional equipment and materials for science were purchased to help increase direct student participation in labs, outdoor field work and workshops. Data analysis in all the science areas show great room for improvement, therefore a commitment to finding quality professional development is being sought for teachers of these disciplines.

Attendance is another critical component to school achievement. A strong link between home and school is critical to school success. Parental involvement is an area in need of improvement at Dalton Middle School. It will take the adults in this diverse community working together to create a community of learning. Attendance review teams made up of the school social worker, teachers, counselors and an administrator meet with students and parents to work on ways to encourage attendance. A contract informing parents of the Compulsory Attendance Law and other actions that may be taken are carefully explained. The team works together to formulate a plan so that students are monitored to increase attendance.





Spring MilestonesEOG Results (Main) For year(s): 2016,2015 Filter Group: Total More



<b>ELA - 6th (EL)</b>		
Distinguished	0	0
Proficient	0	0
Developing	7	19
Beginning	93	81
	<b>2015</b>	<b>2016</b>
<b>Math - 6th (EL)</b>		
Distinguished	0	0
Proficient	3	9
Developing	25	26
Beginning	72	65
	<b>2015</b>	<b>2016</b>
<b>Science - 6th (EL)</b>		
Distinguished	0	0
Proficient	0	3
Developing	6	12
Beginning	94	85
	<b>2015</b>	<b>2016</b>
<b>Soc. ST. - 6th (EL)</b>		
Distinguished	0	0
Proficient	0	0
Developing	27	15
Beginning	73	85
	<b>2015</b>	<b>2016</b>

<b>ELA - 6th (EL Monitored)</b>		
Distinguished	0	0
Proficient	6	15
Developing	29	33
Beginning	65	52
	<b>2015</b>	<b>2016</b>
<b>Math - 6th (EL Monitored)</b>		
Distinguished	0	0
Proficient	3	11
Developing	39	63
Beginning	58	26
	<b>2015</b>	<b>2016</b>
<b>Science - 6th (EL Monitored)</b>		
Distinguished	0	0
Proficient	3	7
Developing	26	33
Beginning	71	59
	<b>2015</b>	<b>2016</b>
<b>Soc. ST. - 6th (EL Monitored)</b>		
Distinguished	0	0
Proficient	0	0
Developing	42	44
Beginning	58	56
	<b>2015</b>	<b>2016</b>

<b>ELA - 6th (ESS)</b>		
Distinguished	0	0
Proficient	9	2
Developing	18	31
Beginning	73	67
	<b>2015</b>	<b>2016</b>

<b>Math - 6th (ESS)</b>		
Distinguished	0	0
Proficient	7	4
Developing	9	29
Beginning	84	67
	<b>2015</b>	<b>2016</b>

<b>Science - 6th (ESS)</b>		
Distinguished	0	0
Proficient	14	2
Developing	16	27
Beginning	70	71
	<b>2015</b>	<b>2016</b>

<b>Soc. ST. - 6th (ESS)</b>		
Distinguished	0	0
Proficient	11	2
Developing	23	31
Beginning	66	67
	<b>2015</b>	<b>2016</b>

<b>ELA - 7th (EL)</b>		
Distinguished	0	0
Proficient	0	0
Developing	6	14
Beginning	94	86
	<b>2015</b>	<b>2016</b>

<b>Math - 7th (EL)</b>		
Distinguished	0	0
Proficient	2	3
Developing	22	26
Beginning	76	71
	<b>2015</b>	<b>2016</b>

<b>Science - 7th (EL)</b>		
Distinguished	0	0
Proficient	0	3
Developing	5	3
Beginning	95	94
	<b>2015</b>	<b>2016</b>

<b>Soc. ST. - 7th (EL)</b>		
Distinguished	0	0
Proficient	0	0
Developing	11	18
Beginning	89	82
	<b>2015</b>	<b>2016</b>

<b>ELA - 7th (EL Monitored)</b>		
Distinguished	0	0
Proficient	0	9
Developing	23	64
Beginning	77	27
	<b>2015</b>	<b>2016</b>

<b>Math - 7th (EL Monitored)</b>		
Distinguished	8	0
Proficient	15	18
Developing	38	36
Beginning	38	45

	2015	2016
<b>Science - 7th (EL Monitored)</b>		
Distinguished	0	0
Proficient	0	18
Developing	31	27
Beginning	69	55
	<b>2015</b>	<b>2016</b>
<b>Soc. ST. - 7th (EL Monitored)</b>		
Distinguished	0	0
Proficient	0	18
Developing	62	55
Beginning	38	27
	<b>2015</b>	<b>2016</b>

<b>ELA - 7th (ESS)</b>		
Distinguished	0	0
Proficient	4	8
Developing	19	15
Beginning	77	78
	<b>2015</b>	<b>2016</b>

<b>Math - 7th (ESS)</b>		
Distinguished	0	0
Proficient	7	13
Developing	30	15
Beginning	63	73
	<b>2015</b>	<b>2016</b>

<b>Science - 7th (ESS)</b>		
Distinguished	0	3
Proficient	2	5
Developing	15	23
Beginning	81	70
	<b>2015</b>	<b>2016</b>

<b>Soc. ST. - 7th (ESS)</b>		
Distinguished	0	3
Proficient	6	8
Developing	30	30
Beginning	64	60
	<b>2015</b>	<b>2016</b>

<b>ELA - 8th (EL)</b>		
Distinguished	0	0
Proficient	0	0
Developing	10	24
Beginning	90	76
	<b>2015</b>	<b>2016</b>

<b>Math - 8th (EL)</b>		
Distinguished	0	0
Proficient	0	7
Developing	19	27
Beginning	81	63

	2015	2016
<b>Science - 8th (EL)</b>		
Distinguished	0	0
Proficient	0	0
Developing	10	5
Beginning	90	95
	<b>2015</b>	<b>2016</b>
<b>Soc. ST. - 8th (EL)</b>		
Distinguished	0	0
Proficient	0	0
Developing	7	21
Beginning	93	79
	<b>2015</b>	<b>2016</b>



<b>ELA - 8th (EL Monitored)</b>		
Distinguished	NA	NA
Proficient	NA	NA
Developing	NA	NA
Beginning	NA	NA
	<b>2015</b>	<b>2016</b>
<b>Math - 8th (EL Monitored)</b>		
Distinguished	NA	NA
Proficient	NA	NA
Developing	NA	NA
Beginning	NA	NA
	<b>2015</b>	<b>2016</b>
<b>Science - 8th (EL Monitored)</b>		
Distinguished	NA	NA
Proficient	NA	NA
Developing	NA	NA
Beginning	NA	NA
	<b>2015</b>	<b>2016</b>
<b>Soc. ST. - 8th (EL Monitored)</b>		
Distinguished	NA	NA
Proficient	NA	NA
Developing	NA	NA
Beginning	NA	NA
	<b>2015</b>	<b>2016</b>

<b>ELA - 8th (ESS)</b>		
Distinguished	2	0
Proficient	2	2
Developing	28	16
Beginning	68	82
	<b>2015</b>	<b>2016</b>
<b>Math - 8th (ESS)</b>		
Distinguished	2	0
Proficient	2	0
Developing	34	36
Beginning	60	64
	<b>2015</b>	<b>2016</b>
<b>Science - 8th (ESS)</b>		
Distinguished	2	0
Proficient	2	4
Developing	18	10
Beginning	78	86
	<b>2015</b>	<b>2016</b>
<b>Soc. ST. - 8th (ESS)</b>		
Distinguished	2	0
Proficient	0	0
Developing	25	22
Beginning	72	78
	<b>2015</b>	<b>2016</b>

Although the majority of our students are served in ELA using the Literacy Collaborative Framework, we reflected upon our test scores and realized a more concentrated focus on reading instruction was need for mastering informational text. The literacy coaches are creating staff development to help teachers with strategies to teach better ways for students to access information text and content specific vocabulary. Especially for our ELL students, vocabulary development is critical to mastering content specific language. Our ELL students are served in their math and science classes by offering a co-teacher in those classes. This approach will hopefully give our ELL students a boost with academic language.

Our school goal is to add to the number of students seen as proficient by 10% in all content areas. We also want to move up the number of students who are distinguished learners in the Reading and Language Arts test which currently falls slightly behind the state averages. We have created a new school Evidence and Assessment Team to use the data from the 2015 & 2016 EOG milestones to drill down and look for trends and patterns that we need to address to help meet our goal of 10%.

We have taken into account the needs of migrant children by encouraging a strong link between home and school which is critical to school success. Parental involvement is an area in need of improvement at Dalton Middle School. An Attendance review team, made up of the school social worker, teachers, counselors and an administrator, meet with students and parents to work on ways to encourage attendance. A contract informing parents of the Compulsory Attendance Law and other actions that may be taken are carefully explained. Our teachers and our school social worker partner together with the Migrant Worker Liaison to make sure those children are getting to school and have the materials and support they need to be successful in school.

We have reflected on current achievement data that will help the school understand the subjects and skills in which teaching and learning that need to be improved. For example, an analysis of the data indicates mathematics and writing for specific curricular areas needed to be targeted for improvement. In addition to these disciplines being the focus of intense instruction at school, additional opportunities for instruction are key components to academic achievement in middle school students, particularly among low socioeconomic students and our students with disabilities (SWD).

We have reflected on current data so that we may help and identify all students and groups of students who are not yet achieving to the State Academic content standards and the State student academic achievement standard including: Economically disadvantaged students, Students from major racial and ethnic groups, Students with disabilities, and Students with limited English proficiency.

The data has led to conclusions regarding achievement and other related data. We are not pleased with our test scores in any subject area. DMS' scores were consistently lower than the state average in all areas when looking at proficient and distinguished learners. However, scores did rise slightly from 2015 to 2016. DMS students do have some strengths including the variety of genres they choose to read, the sophistication of the analysis that they are able to discuss and the sheer number of books each individual child reads during the school year. Our students are good at discussing the literature they choose to read, but we feel we still need to work on their writing skills. Our students need to be able to successfully write with extended vocabulary and complete analysis with powerful writing.

The strength in our math program continues to be that we use a multitude of methods of instruction to reach learners. Through these methods, we are able to develop better understandings of mathematical concepts among our students. Our needs in math include our students' continuing struggle with developing the application of mathematical concepts into real

world situations and being able to write about the procedures used to problem solve. These issues could arise from the lack of experiences of our students or to surface level understandings of content. The specific academic needs of those students that are to be addressed in the schoolwide program plan will be to continue to work with our second language learners and our low SES students to improve their vocabulary skills and provide on-going opportunities to write and analyze materials in ALL subject areas to give them the practice they need to improve in both of these areas. In order to provide more support to our math students, we have partnered with SREB to utilize their professional development of formative assessment lessons. These lessons put mathematical concepts into situations that can be related to real world scenarios. We have also partnered with Dalton High School and are using Claire Pierce, a curriculum expert, to help coach our 8<sup>th</sup> grade math teachers so that more students are successful in Algebra I. Additionally, Graham Fletcher, will be working with all math teachers to help them define and create tasks that are standards based and rigorous. When applicable, we provide activities that allow our students to personally experience situations where mathematics is used in real world settings.

The measurable goals/benchmarks we have established to address the needs are to see a 10% overall growth in reading. Also we want to work to get every student to move at least one reading level each year and to increase the words-per-minute each student reads to increase fluency. DMS is also working at building a 10% increase in proficiency in math as well.

## Component Two – School Wide Reform Strategies

We use schoolwide reform strategies to guide our students to reach Georgia’s proficient and advanced levels of student performance.

The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State’s academic content and student academic achievement standard are extra content classes, after school tutoring, enrichment software, staff development and new technology.

The following goals and strategies have been developed to address the target areas as identified through the needs assessment:

### Goal 1

To provide professional learning opportunities for all staff members to increase awareness of how to engage all students in better comprehension and retention of informational text, academic vocabulary and content specific reading. Teachers will also learn new strategies and best practices of how best to address the differences among all students especially ELL and ESS students.

### **Implementation Strategies**

- Continued implementation of the Literacy Collaborative for all language arts and reading teachers.

Dalton Middle School has incorporated the use of Literacy Collaborative to meet the needs of all reading and writing students among many levels. We have a bookroom with books on all levels, A-Z, where teachers can choose appropriate materials for guided reading, book studies, interactive read-a-louds, and students’ independent reading.

- Provide peer coaching opportunities for Literacy Collaborative: To further promote reading achievement, two literacy coaches, (Ms. Stokes and Mrs. Hastings), provide training and support for teachers along with coaching on a daily basis.
- Utilize SIOP training among all content ELL teachers.
- Provide extensive training and peer coaching to implement Georgia Standard of Excellence in all subject areas and at all grade levels.
- Provide STEM training and workshops to teachers to increase math and science scores.

## Goal 2

To provide support services and programs for students and the school community that will enhance learning opportunities and promote a successful transition for a significantly diverse population.

### **Implementation Strategies**

- Hiring of part time coordinator for the after school program, parent involvement activities and RTI specialist
- Continuation of an after school extra help program – BOOST. Homeless, migrant, ESS, and ELL students are targeted for our after school BOOST tutoring program. To select those student to participate, teachers also looked the results of the IKAN assessment, EOG's, grades, reading benchmark scores, attendance and the number of missing assignments a student may have. These selected Dalton Middle School students have the opportunity to participate in BOOST. The program is designed to provide students with extra help in homework and tutoring in weak academic areas. All students participating were given assessments to determine the most need in the areas of math and reading so that additional help could be concentrated in those areas. The program meets for two hours twice a week. Approximately 300 students will take advantage of BOOST, and 30 teachers and 4 paraprofessionals provide the tutoring.
- Provide students the opportunity to take high school credit classes in Algebra I, Physical Science, Health and Spanish I.
- Provide professional learning opportunities for social and science teachers, especially for those who are teaching high school credit classes.
- Continuation of extended learning time during the school day
- Incorporate Family Nights to involve the community in the instructional program of the school
- Utilize the services of a bilingual family services liaison to work with non-English-speaking families
- Provide material and supplies for parent study groups and school-related seminars
- Produce a quarterly publication to inform the community of school activities and programs
- Provide publications in English and Spanish
- Implement a student recognition program.
- Maintain an updated online website for virtual access to school information
- Utilize the services of our bilingual staff, school social worker and the migrant coordinator to help with achievement and family involvement
- Provide specific parenting programs through the counseling department.

### Goal 3

To increase the percentage of students in grades six through eight performing at or above grade level in mathematics and to continue to implement instructional strategies and programs that will challenge all students.

Approximately ten years ago, we recognized the need for additional math instruction. We created two classes designed to supplement the regular daily instruction and targeted students who were currently unsuccessful in their regular math classes. Students were recommended by their regular math teacher, and their attendance in the additional math class was generally a minimum of 18 weeks.

Recently, however, we have realized that an even greater opportunity lay before us. We believe that students who do not have a firm grasp on certain foundational math understandings are more likely to struggle in general math instruction classrooms. Therefore, through the use of the Orleans-Hanna Algebra Prognosis Test, the NZ Math IKAN diagnostic test and locally made content probes, we have identified many students who are missing elementary conceptual understanding in the areas of Numeracy, Fractions, Place Value and Basic Facts.

To address these gaps in conceptual understanding, our two classes of additional math instruction are now targeting these foundational areas. Through the use of small class size settings, emphasis on manipulatives, and constant formative evaluation, these teachers are targeting these very specific deficits. Instead of being assigned to the classes for an entire semester, students exit these classes as soon as they demonstrate understanding in these elementary foundational concepts. Currently, it appears that many of these understanding deficits can be corrected in as little as five weeks. We project this will allow us to reach over 50% of our student body in only one school year.

### **Implementation Strategies**

- Provide an extra math class for students during one of the connections periods – Mrs. York and Mr. Smith both work full-time as math extra-help teachers. Extra-help classes are offered as connections classes on all three grade levels to provide extended learning time to struggling students.
- Provide classrooms with math manipulative supplemental materials and smartboards.
- Provide training and coaching on MDC (Math Design Collaborative Training) for all math teachers from SREB(Southern Regional Educational Board) MDC provides teachers not with a math *curriculum* but with *teaching tools* called formative assessment lessons — to help them know if their students truly understand the college- and career-readiness math standards they have been taught. Teachers learn to adapt assignments to embed the standards and engage students so that they understand not only the hows of math, but also the whys.
- The use of on-site training by the Northwest Georgia RESA to bring in consultants on topic specific subjects to address the needs most requested by our math department teachers. These include: Graham Fletcher, DOE, math content specialist, Claire Pierce,

content specialist for high school credit math courses and RESA classes on how better to use SLDS and Creating rigor in the classroom.

- Administer pre-and post-tests in math using IKAN, Orleans-Hanna, OAS, Study Island, and teacher created assessments. Here is an example of the kind of data we are collecting.

# 8

	Pre-Probe	Post Probe	Diff	% change
8.1 Francisco, Melinda	5	15	10	200%
8.1 Gonzalez, Jennifer	5	11	6	120%
8.1 King, Tristen	14	11	-3	-21%
8.1 Londono, Katherine	5	14	9	180%
8.1 Patton, Kaylee	6	15	9	150%
8.1 Perez-reyes, Leslie	4	15	11	275%
8.1 Ramirez, Bryant	2	8	6	300%
8.1 Ross, Kaitlyn	3	13	10	333%
8.1 Vasquez, Lee	3	9	6	200%
8.1 Kamaya, Taylor	6	11	5	83%
8.1 Bautista, Jennifer	5	15	10	200%
8.1 Cacal, Sean	14	14	0	0%
8.1 Garcia, Darsy	5	14	9	180%
8.1 Gonzalez, Samanta	3	11	8	267%

- Implement the use of the IXL, Mathalicious, KUTA, and Study Island software to supplement classroom instruction and meet the needs of students at all levels of proficiency.
- Dalton Middle students demonstrate mastery of mathematical content through the use of IXL. This web based program is based on the Georgia Standards for Excellence for mathematics. IXL provides engagement and differentiation of specific math skills. Teachers are able to pick and choose specific areas to address so that students are working at their own pace and at individual levels. Students are able to earn rewards and certificates as they advance throughout the program. Teachers may utilize the data report from the program to drive instruction and provide feedback to students and parents. Students are also offered choice and are able to pick specific skills that they would like to improve.



- Study Island is a web-based assessment program that addresses the Georgia Standards for Excellence in Math, Science, Social Studies, Reading and Language Arts. At Dalton Middle School students complete pre-assessments so that teachers can develop an individualized program based on student needs. Students complete rigorous questions throughout each unit to assess understanding. Students have the choice to either engage in game mode or test mode. An end-of-year post-test is administered to demonstrate areas of growth and improvement.
- Administer pre-and posttests using school based probes, IKAN, Orleans-Hanna, IXL and Study Island software to track progress of targeted groups (ESS, ELL, homeless, migrant).
- Incorporate state of the art technology (smartboards, CPS systems, iPads, graphing calculators and 1:1 laptop devices) as instructional tools in supplementing math instruction
- Include math teachers in reading and writing activities that focus on cross-curricular components
- Implement the use of a math coach -  
At Dalton Middle School the math coach provides instructional support to math teachers and students. The math lab enables students to get immediate help in math when needed. Also, teachers engage in various professional learning opportunities that are facilitated by Mrs. Brandi Moore. The Math Lab serves as a training environment for teachers to explore new teaching methods and strategies with the assistance of Mrs. Moore. The lab also serves as a tutoring center for students to get help with math content before school, during lunch, and during the after school tutoring program. The lab is ultimately a place for students to enrich their knowledge of math concepts through application.
- Implement the on-going use of the DMS Math Lab, which is an innovative approach to providing support to students, teachers, and parents. The goal of the math lab is to assist students and parents with learning about mathematics. The lab provides opportunities for students and teachers to join help sessions, participate as tutors, or learn through different approaches to instruction.
- For students who find a topic that interests them, the lab can be a place for enrichment on concepts presented in the classroom. For teachers, the math lab operates as a teaching lab. The lab provides support for learning, testing, and integrating different teaching strategies into the classroom. For parents, the DMS Math Lab is a place where parents can find information on the concepts presented to their children.

#### Goal 4

To increase the percentage of students in grades six through eight reading at or above grade level, to increase the reading levels of below grade level readers, and to incorporate opportunities that will challenge all learners to become competent, life-long readers.

#### **Implementation Strategies**

- Dalton Middle School has incorporated the use of Literacy Collaborative to meet the needs of all reading and writing students among many levels. We have a bookroom with

books on all levels, A-Z, where teachers can choose appropriate materials for guided reading, book studies, interactive read-a-louds, and students' independent reading. To further promote reading achievement, two literacy coaches, Ms. Stokes and Mrs. Hastings, provide training and support for teachers along with coaching on a daily basis.

- Mrs. Watkins and Mrs. Greene job-share one literacy extra-help teaching position, while Mrs. Smedley works full-time in another literacy extra-help teaching position. Extra-help classes are offered as connections classes on all three grade levels to provide extended learning time to struggling students.
- Provide an extra reading class for students during one of the connections period
- Use of eBooks for supplemental reading instruction
- Integrate state of the art technology (Kindles, Nooks, iPads, eBooks, 1:1 devices) as instructional tools in supplementing literacy instruction
- Staff will participate in ongoing training and workshops for Literacy Collaborative and Lesson Design
- Utilize fine arts resources to enhance interest in the reading program
- Sponsor three book fairs a year in conjunction with the media center
- Utilize a literacy coach to promote reading achievement
- Use of the RTI process to diagnosis and help with gaps in learning.

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

Response: Following (or in our appendices) are examples of the scientifically based research supporting our effective methods and instructional practices or strategies (cite research that supports selected strategies)...

### **Tutoring Research:**

“The Effects of an After-School Tutoring Program on the Academic Performance of At-Risk Students and Students with LD” by Hock, Pulvers, Deshler, and Schumaker, published in *Remedial and Special Education* in 2001 cites research from two studies conducted to determine the effects of after-school tutoring programs. As stated in the abstract, “Results of the studies showed that at-risk students and students with learning disabilities who were failing classes could earn average or better grades on quizzes and tests if they had the support of trained adult tutors. Additionally, researchers found that tutors could teach strategies during their tutoring sessions and students could learn the strategies while they worked on their class assignments. Finally, researchers found that some students continued to be successful after tutoring ended, indicating that they were able to use the strategy they had learned in a generative fashion.”

### **IXL Research:**

A study of IXL Math was conducted by Empirical Education in the Beaverton School District of Oregon to determine the effectiveness of IXL elementary and middle schools in 2011- 2012. The study focused on students in Title I schools and examined the relationship between being in an IXL Math classroom and performance on the Oregon Assessment of Knowledge and Skills (OAKS) math test. As a secondary focus, the study looked at perceived changes in students'

attitudes towards math since using IXL Math. The study found that students in IXL Math classrooms performed better on the OAKS math test than students not in IXL Math classrooms. Teachers using IXL Math perceived improved student enjoyment, confidence, and effort since using the program.

"A Study of Student Achievement, Teacher Perceptions, and IXL Math." Beaverton School District, 15 Apr. 2013. Web. 09 Sept. 2014.

### **Study Island Research:**

Several studies were conducted during 2008 by Magnolia Consulting, LLC, an external, independent consulting firm specializing in educational evaluation, to provide a summary and extension of pre-existing case study evaluations that examined the impact of *Study Island* on student achievement at schools using *Study Island*. The summary of the case studies found that Study Island impacts student achievement in a positive manner. Within schools that used Study Island, student achievement improved within a grade level or over the course of a year across grade levels after students in the school began using the program. Furthermore, achievement consistently increased across all content areas including reading, math, science, social studies and writing.

<https://www.studyisland.com/sites/studyisland.com/files/content/research/pdfs/StudyIslandStatisticalResearchReport12408.pdf>

### **Brainpop Research:**

SEG Research New Hope, Pennsylvania 2009 "Improving Student Science and English Language Skills: A Study of the Effectiveness of Brainpop"

[http://www.brainpop.com/educators/community/wp-content/uploads/2014/02/78731\\_BrainPOP-2008-2009-Effectiveness-Report-082109X.pdf](http://www.brainpop.com/educators/community/wp-content/uploads/2014/02/78731_BrainPOP-2008-2009-Effectiveness-Report-082109X.pdf) The following is a summary of a study done in 2009 to compare Brain Pop users to those who do not use Brain Pop. Students who were in classes that used BrainPOP showed substantial growth in Language, Reading Comprehension and Science and more moderate gains in Vocabulary during the course of the study. Students in classes using BrainPOP increased their SAT 10 scores between 11 and 24 points. Students received approximately 16-20 weeks of instruction using BrainPOP, yet the amount of growth achieved is equivalent to between one and two grade levels of growth when compared to the national norm group.

### **Scholastic News Magazine Research:**

Rutgers University study 2005 “Research Shows That Classroom Magazines Are Vital to Student Success”

[http://classroommagazines.scholastic.com/resource/uploads\\_classmag/Research%20and%20Results/Survey.pdf](http://classroommagazines.scholastic.com/resource/uploads_classmag/Research%20and%20Results/Survey.pdf)

The following is a study regarding increased student interest using Scholastic reading magazines in classrooms. Rutgers University Professor Lesley Mandel Morrow demonstrates the positive impact magazines have on classroom learning and literacy in children. A total of 632 teachers completed the survey in the spring of 2005. The majority of the survey respondents (78%) taught K to Grade 5, with an additional 16% teaching middle school. Classroom teachers were experienced, with 76% teaching seven years or more. Of the surveyed teachers who reported using classroom magazines, half of them subscribe to one of our Scholastic publications, with *Scholastic News*® being the top choice!

### **Literacy Collaborative Research:**

Education Development Center

Newton, Massachusetts

<http://www.literacycollaborative.org/research/#sthash.7D4uXbHp.dpuf>

The following is a summary of a study done on the effectiveness of literacy collaborative in the intermediate level. The Intermediate Model: Education Development Center in Newton, Mass., studied schools that adopted Literacy Collaborative at the intermediate level. In an 18-month study, EDC observed and evaluated 54 teachers (grades 3-6) at 17 Literacy Collaborative schools and compared them with teachers in 9 control schools. On average, teaching skills improved in the Literacy Collaborative schools, with no improvement in the control schools.

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

Response: We will increase the amount and quality of learning time by offering before/after school, summer school, Saturday school, block scheduling. Extended Day and extra support classes are available to all students at DMS.

2(d). Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).

Once students apply to our extended day program, BOOST, priority is given to student who are ESS, Migrant, ELL or qualify under the McKinney-Vento Act. All other students are served next. At this time, we serve any student who would like to stay for BOOST.

### **IKAN Research**

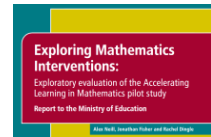
Irwin, K. (2002). [Exploring Issues in Mathematics Education, An Evaluation of the Numeracy Exploratory Study \(NEST\) and the Associated Numeracy Exploratory Study Assessment \(NESTA\) Years 7–10, 2001.](#) (PDF, 639KB) Wellington: Learning Media Ltd.

Irwin, K. (2003). [Exploring Issues in Mathematics Education, An Evaluation of the Numeracy Project for Years 7-10, 2002.](#) (PDF, 1.4MB) Wellington: Learning Media Ltd.

Irwin, K. (2004). [Exploring Issues in Mathematics Education, An Evaluation of the Numeracy Project for Years 7-9, 2003.](#) (PDF, 1.0MB) Wellington: Learning Media Ltd.

### [Findings from the 2010 ALiM Exploratory Study](#)

An evaluation conducted by the New Zealand Council for Educational Research (NZCER) for the Ministry of Education



## **ORLEANS-HANNA Research**

### **Relative Validity of the Orleans-Hanna Algebra Prognosis Test in the Prediction of Girls' and Boys' Grades in First-Year Algebra**

1. [Gerald S. Hanna](#)<sup>1</sup>
2. [Joan L. Sonnenschein](#)<sup>2</sup>
3. **Abstract**

The relative predictive validity of girls' and boys' success in algebra is examined. Eighth-grade students took the Orleans-Hanna Algebra Prognosis Test. These prognosis test scores were correlated with grades that 519 girls and 421 boys subsequently earned in first-year algebra. Algebra grades of girls proved to be more predictable than those of boys ( $p < .05$ ). Comparison of the present findings with those of an earlier study suggest that no changes during a 14-year period in the differential predictive validity of the sexes is evident. Implications for counselors and teachers are drawn and discussed.

SREB – Southern Regional Educational Board - SREB was created in 1948 by Southern governors and legislators who recognized the link between education and economic vitality. To this day, the organization maintains its focus on critical issues that hold the promise of improving quality of life by advancing public education. The region's track record shows that setting goals and maintaining the commitment to work toward them can make a difference.

The nation's first regional interstate compact for education, SREB is today the most comprehensive, working directly with state leaders, schools and educators.

## Component Three – Highly Qualified Staff

Dalton Middle School has insured that it has a highly qualified professional staff. The faculty is a diversified and unique group of individuals. Dr. Phil Jones is the principal along with four assistant principals: Nancy Zahn, Missie McKinney, Heather Lawson and Adam Martinez. The staff has established a high standard of professionalism. The faculty is composed of 132 certified staff members. The staff has a wide range of teaching experiences with an average of 12 years in the education field. 98% of our teaching staff is highly qualified. DMS has two teachers who are waiting on test results in their specific fields to obtain highly qualified status.

### **Dalton Middle School**

#### **Principal – Dr. Phil Jones**

#### **6<sup>th</sup> Grade Asst. Principal – Heather Lawson**

##### **D-6**

Math – Susan Jones

Lit – Bett Laird

SS – Kevin Keylon

Sci – Matthew Fearing

Lit – Shannon Britton

##### **M-6**

Math – Beth Sams

Lit- Monnica Freichs

SS- Sarah Holloway

Sci – Felicia Corbin

Lit – Stever Green

##### **S-6**

Math – Vicki Bartoo

Lit- Carrie Brown

SS – Jeff Gazaway

Sci –Karen Horne

Lit-Vanessa Ellinger

##### **R-6**

Math – David Hall

Lit – Ashley Gunter

SS – Jose Almodova

Sci – Christa Mathis

Lit – Jennifer Ellis

#### **7<sup>th</sup> Grade Asst. Principal – Missie McKinney**

##### **D-7**

Math – Kim Harrison

Lit – Taylor Nix

SS – Mac McLawhorn

##### **M-7**

Math – Sarah Nix

Lit – Caroline Mooney

SS – Cherie Haggard

##### **S-7**

Math – Matt Phillips

Lit- Elizabeth Carroll

SS - Mary Lynn Jones

Sci – Jerry Moss

Lit – Cassie Richardson

**R-7**

Math – Jessica Brinkley

Lit – Chris Caputi

SS – Kim Swiney

Sci – Sherri Amonett

Lit – Megan Simmons

Sci – Elena Jas

Lit – Julia Cagle

Sci – John Patrick

Lit – Brittany McWhorter

**8<sup>th</sup> Grade Asst. Principal – Nancy Zahn**

**D-8**

Math – Kate Snowney

LA- Amber Souther

SS – Santiago Nava

Sci – Caitlin Autry

Lit – Pam Hines

**R-8**

Math – Brielle Jones

LA – Meagan Larimer

SS – Judy Card

Sci – Ashley Kinser

Lit – William Skinner

**M-8**

Math – Julie Harper

LA – Stephanie Judd

SS – Tina McDonough

Sci – Robert Campbell

Lit – Whitney Holloway

**S-8**

Math- Maria Quintero

Lit – Tom Balthrop-Lee

SS– Paul White

Sci – Patrick Gunn

Lit- Amii Williams

**Challenge (gifted) Teachers**

**6<sup>th</sup>**

Math – Mary Tuck

Lit – Nalta Massey

SS- Patton Hunt

**7<sup>th</sup>**

Math – Cole Bennett

Lit – Mitch Doxsee

SS – Heather Lawson

**8<sup>th</sup>**

Math – Sabrina Owens

LA – Gretchen Abernathy

SS– Jennifer Kirkland

Sci – Jo McKinney

Sci – Chris Manis

Sci – Renee Golden

Lit – Susan Ward

Lit – Marc Hefner

**Special Education Teachers**

**ESOL Teachers**

**Spanish Teacher**

Robin Scruggs

Candy DeBolt

Donna Perez

Blair Chlebisch

Kathryn Barger- Howell

Christine Mullican

Brandon Headrick

Jessica Chiddister

Yanira Alfonso

Terri Manis

Jeff Jackson

Jennifer Sumner

**Math Coach**

Pam Burton

Brandi Moore

April Barger

Paul Veraldi

**Counselors**

**Literacy Coaches**

Darcie Plavich

Jennifer Simmons

Julie Stokes

Alexandra Carrington

Damaris Natola

Jennifer Hastings

Jeannie Potter

Evan Powell

Sharon Smith

**School Social Worker**

Beth Brock

Amanda Ancheta

Sheree McIntire

Laura Pressley

Amanda Skinner

Colby Richardson

**Assistant Principal – Adam Martinez**

**Connections Teachers**

**Media Specialists**

Orgena Alexander

Dawn Campbell

Kim Fleming

Denise Shults

Craig Gunter



William Henderson

Carol Satterfield

Adam Cordell

Jennifer Quinn

Scott Houghton

Ronnie Natola

Keith Rollins

Xiomara Romine

Corbin Brauer

Daisy Cardona

Chip Atha

Debbie Autry

Todd Hamontree

Raul Ramirez

Sharon Harwood

Gina Gray

Matt Sane

Janna Pye

**School Resource Officer**

Officer Terry Smith, DPD

**School Nurse**

Gena Mnieckowski

**Extra Content Teachers**

Kay Watkins                  Eric Smith

Viva York

Karla Smedley

Willa Greene

**Reading Specialist/Title I**

Terry Helton

**Paraprofessionals**

Sandra Hackney

Dave Thomas

Ivelisse Gonzalez

Vince Steele

Derek Norwood

Scott Sangster

Kaye Lipscomb

Debbie Broadrick

Melinda Barton

Amanda Dickerson

Dee Hamilton

Ryan Osborne

**Office Staff**

Gloria Gunter

Aracely Razo

Hilda Mills

Yolanda Pack

Iliana Martinez

## Component Four – Professional Development

Professional development is provided for staff to enable all children in the school to meet the state student academic achievement standards.

We include teachers, administrators, paraprofessionals, and, if appropriate, pupil services personnel, parents, and other staff in the following professional development activities. These activities are designed to address the root causes of our identified needs. For example, Dalton Middle School has developed and implemented a professional development program to enhance those areas that have been identified for needs improvement. The Dalton Middle School program for staff development came from the collaboration of administrators and the school design team after looking over trends that were found from teacher observations and the trend to overuse whole group instruction. Looking at data and trends, administration and the design team concluded that there was a need to give teachers more “tools” from which to work in their classrooms to look beyond whole group instruction.

The academic areas which are identified as needing improvement include mathematics, literacy and writing. DMS looked at using differentiated instruction as well as other methods to focus on student academic improvement. The design team developed the staff development plan based on the school improvement plan and on transition needs. The areas of staff development for DMS are continued professional growth through differentiated instruction, coaching and evaluating lessons for design and the implementation of the Georgia Standards of Excellence.

Teachers are trained to administer the Fountas and Pinnell reading benchmark assessment. The literacy coordinators provide the training and classroom coaching of the assessment. The assessment provides teachers valuable information regarding the students’ level of comprehension and fluency. Teachers are taught how to conduct a running record of a student’s reading and how to assess if their reading accuracy is independent, instructional, or frustration level. After teachers begin to assess using running records, they also use comprehension questions to assess students’ overall reading level. Depending on how many new teachers are hired each year, the training will be conducted in a small group or on an individual level. Every teacher will benchmark their students at the end of the year. This allows teachers to see students’ growth and helps teachers to see trends in their teaching. The benchmark test is also used throughout the year to assess student ability and future learning goals.

Teachers are provided with professional development and classroom support to ensure students are making progress with their writing abilities. Literacy coordinators and provide professional development centered on multi-genre writing and response to literature and math strategies designed to individualize learning. Teachers work with each other and literacy coordinators to analyze student writing and provide instruction based on student work. 8<sup>th</sup> grade teachers are being trained by the Advanced Placement/College Board Group on techniques to encourage higher level thinking and differentiation. The strategies and activities learned through this training is aimed at those students who are in the “meets” category of testing. The activities are designed to increase engagement as well as retention to push many of those students into the “exceeds” category of state testing. In addition, to AP work, science and math teachers are also

participating in a variety of STEM workshops, conferences and trainings. It is imperative that our teachers get more training in these areas to prepare our students for future learning and to be successful for future endeavors.

We have partnered with SREB to utilize their professional development with the implementation of Math Design Collaborative and the use of formative assessment lessons. These lessons put mathematical concepts into situations that can be related to real world scenarios. We utilize MDC for additional authentic experiences to assist learners. When applicable, we provide activities that allow our students to personally experience situations where mathematics is used in real world settings. The Mathematics Design Collaborative (MDC) brings to mathematics teaching and learning high-quality instructional tools and professional support services that play a pivotal role in helping low achieving students.

The math department has also enlisted the services of two widely known curriculum specialists, Claire Pierce and Graham Fletcher, to assist our math teachers in concentrating on unpacking standards and focusing on content in order to help them define and create tasks that are standards based and rigorous. They will also work with teachers on lesson design and structure as well as mental math strategies to boost confidence and help students see connections in mathematics.

## Component Five – Strategies to attract highly qualified teachers to high need schools.

We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. Dalton Public Schools makes every effort to attract highly qualified, quality teachers who share the vision and beliefs of the school system. Human resources personnel and certified staff members seek quality applicants through job fairs hosted by colleges and universities around the Southeast. Prospective graduates from area university degree programs are afforded the opportunity to observe, intern and student teach within the school system, providing another avenue for targeting quality applicants.

Dalton Middle School does not directly recruit teachers. DMS seeks highly qualified candidates to fill prospective teaching vacancies. Criteria for recommending individuals for employment at DMS include content expertise, willingness to grow through professional development, the ability to work as an active team member and commitment to professionalism. In addition, DMS seeks those who are dedicated to children, can communicate effectively with parents and colleagues and who are only able to hold the highest expectations for all stakeholders. Candidates for employment are carefully screened by Human Resources before recommendations are made. New staff members are provided with ongoing induction activities to help make transition as easy as possible.

## Component Six – Building Parent Capacity

Dalton Middle School continues to work in the area of parental involvement. An extremely diverse population with a high percentage of non-English speaking parents requires that the school provide a wide variety of alternative communication options to maintain a sense of community. DMS is located outside the city of Dalton center. This creates a challenge for some parents, with transportation difficulties, to come to school and be involved. Some of the many activities and programs DMS is using to increase parent involvement include:

- Counseling office has a Counseling website.
- Career Center
- Principal & Parent morning sessions
- Sharing is Caring program. There are 3 classes provided to help parents in budgeting, developing parenting skills and many more family topics. Parents that complete three classes qualify for Christmas assistance.
- Parent/student take home folder

Dalton Middle School provides several opportunities for students and families to be supported as elementary students transition to middle school. Students participate in a fun-filled orientation in the spring prior to becoming sixth graders. For this event, they take a field trip to the middle school and learn about the layout of the building, classes offered, and meet some of their future teachers. Parents are invited to two separate orientation meetings - one usually held in the winter and one held during the spring. This gives parents the opportunity to learn about Dalton Middle School, ask questions, and meet staff. Parents and students are also invited to a “meet the teacher day”, which is held a few days before classes begin. Parents are encouraged through mailings, email, texts and phone calls to feel free to visit the school or schedule a conference whenever they feel the need to speak with a teacher, counselor or administrator.

Department chairs and counselors at the elementary and middle school level also work together in helping students with special needs to make the transition. IEPs are looked at and modified as necessary and recommendations are made for scheduling. For self-contained special education students, a guided orientation is held.

The challenge program also offers a separate orientation for parents and students to familiarize themselves with the program at the middle school which is hosted by the Advocates of the Dalton Challenge Program.

We conduct an annual meeting, at a convenient time, to inform parents about the school’s Title I program, the nature of the Title I program, the parents’ requirements and the school Parental Involvement Policy, the schoolwide plan, and the School Parent Compact and encourage and invite all parents of participating children to attend by sending home bilingual flyers, using an automatic telephone message system, the sending of text messages, posting to

our school website, our school district's Facebook page, and our local radio station. This year's Title I meeting was held on September 22, 2015.

We will offer flexible meeting times and format, such as meetings in the morning or evening. We also provide, with funds provided under Title I, transportation, child care, or home visits, as such services relate to parental involvement by working with our social worker, local businesses and churches to provide a variety of venues to make it convenient for our parent to meet. We will also hold meetings at different times and at various places around the community.

We will provide parents of participating children with timely information about the Title I program, a description and explanation of the curriculum in used in the school, the forms of academic assessments used to measure student progress, and the proficiency level students are expected to meet. We provide opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child, and respond to any such suggestions as soon as practicably possible. We provide multiple ways of contacting the school through email, phone and text messaging.

We will jointly develop with parents of participating children a school/parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. Those compacts are sent home, reviewed at meetings and conferences, where parents are asked for feedback on how we can better improve the compact.

We will provide assistance to parents of participating children, as appropriate, in understanding the state's academic content standards, the state's student academic achievement standards, the state and local academic assessments including alternate assessments, the requirements of Title I, Part A, how to monitor their child's progress, and how to work with educators and agencies to provide information to parents and to teach the importance of school and homework. Free, unsupervised time is a potential problem for middle school students. Dalton Middle School will provide an after-school tutoring program to encourage students to get additional support in academics. Specific parental educational and involvement opportunities will include:

- |                                   |  |                        |
|-----------------------------------|--|------------------------|
| PTO Meetings                      | Field Trips                                | Parenting Seminars     |
| Science/Social Studies Fair       | Parent Conference Days                     | Career Awareness Days  |
| PTO Carnival                      | Honor's Night                              | Fine Arts Performances |
| High School Questions and Answers | Parent Involvement Days at school          |                        |
| Extra-Curricular Activities       | Off-site opportunities for parent meetings |                        |

We will provide materials and training to help parents work with their child to improve achievement, such as literacy training and technology use, as appropriate. We will continue to look at ways to encourage parents to come to school and participate in conferences to help their children be successful at school. DMS has a Parent Involvement Team that meets monthly to

discuss better options for parent meetings and the needs expressed from our parents. Efforts will be made to provide for interpreters at any activities involving non-English speaking parents. Parents are encouraged to become involved in the school and volunteer opportunities whenever available. The school has become aware of the need for more varied volunteer jobs. Some volunteers are more comfortable selling snacks or chaperoning field trips while others would prefer more manual jobs such as cleaning or painting.

Dalton Middle School has a Parent Resource Center. It has a computer specifically designated for parent use. There are brochures, books and other resources for parents to use to help them deal more effectively with their middle school children. The resource center is designed to help parents access the internet so they can have real-time information about grades, attendance and behavior. It is located in the counseling office so that they can easily talk with staff about scheduling conferences, getting testing information and other school related needs.

We will provide training to educate the teachers, pupil services personnel, principal, 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 providing on-site visits to local service agencies and community resources.

We will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Even Start, and Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers. These programs encourage and support parents in more fully participating in the education of their children, by taking the following actions to ensure that information related to the school and parent programs, meetings, and other activities. Information is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand, by sending all printed material sent home is printed in both English and Spanish. Our district parent involvement coordinator, Maria Khote, and our counselors provide help sessions to show non-English speaking parents how to use our internet information system called Parent Portal. All parent conferences that are held with non-English- speaking parents have someone to interpret. When conferences with parents are held, all data that is available from Infinite Campus, IKAN, OAS, IXL and Study Island are used to help the parents get a true, well rounded picture of their student.

We will provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA. This information is presented in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand, by using a bilingual receptionist in the main office to assist parents with questions and concerns. DMS has five bilingual teachers who aid parents and students in interpreting grades, test scores, and help with parent conferences. Each person also assists our non-English speaking families with getting help with outside agencies, contacting our school social worker and helping with special education conferences and referrals.

## Component Seven – Transitions from Early Childhood Programs

Dalton Middle School plan activities for assisting elementary children in the transition from intermediate programs to the middle school.

### **Transition for Elementary to Dalton Middle School:**

Cougar Carnival (5th graders visit Dalton Middle School)

Dalton Middle School hosts Family Night for incoming 6th graders.

School Counselors, Parent involvement Coordinator, and the sixth grade assistant principal will visit all elementary schools to give orientation about the transition and its expectations.

Dalton Middle School has an open door policy for parents to tour our school.

Each 6th grader is given an agenda with our school policy, calendar, and Code of conduct in addition to academic support information.

Dalton Public Schools offers 16 pre-K classes; we have the Head Start Program, and the Head Start program for students with special needs.

Our district also has the Parents as Teachers Program.

Dalton Middle School counselors meet with elementary school counselors to talk about career transition from 5th to 6th grade.

### **Transition from Dalton Middle School to Dalton High School & Morris Innovative High School:**

The use of GCIC (Georgia Career Information Center) by all students at DMS.

Meeting with 8th grade students and parents (High School 101)

Both of our high schools host a school tour to show our students the classes that they offer.

Both our high school and middle school counselors set up next year's schedule for current 8th graders with the approval of their parent's signature.

A Family night is held to help answer questions about dual enrollment.

The 8th grade assistant principal meets with parents to determine: Retention, Promotion, or Placement.

Special Education teachers hold transitional meetings for 8th graders with IEPs.



## Component Eight – Teacher Involvement in Decision Making

DMS includes teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program.

- Target students for the Boost program
- Student grouping with the classroom
- Advanced class grouping
- Teachers use reading surveys for book selection and student grouping
- Assessments are used for re-teaching
- Math lab
- Use running records to inform teaching and students' next steps
- Benchmark assessments determine students' reading level
- SRS data, Study Island data and the new use of IXL.
- Guided Reading

Dalton Middle School is organized into grade level teams, who share common planning time, so that information can be given or shared quickly and efficiently. This also helps parents know exactly who they can speak to about their child and make contact with all teachers at one time. DMS also meets in departments to further analyze data, curriculum and staff development to ensure that our students are in the best academic program we can offer. Teachers are a part of the decisions made for placement into additional classes. This means rosters of those classes are fluid and dynamic.

Dalton Middle School's Design Team analyzes and disaggregates data to share with teachers so that they can maximize their knowledge of student strengths and weaknesses and how best to celebrate the gains made and correct deficits. Through their work, grade level content teachers can focus on how best to meet the needs of their students and how to focus their content to specific needs. The following points include some of the objectives of the team:

- Leading the school in innovation: re-imagining what our school could be like in the future if we are more focused on design and innovation in order to stay focused on our vision and mission
- Modeling design in the classroom and school wide
- Building our own capacity and the capacity of others through learning, experiencing , and reading
- Serving as a think tank
- Living in the future and what-if dreaming, creating, questioning the status quo

Dalton Middle School's Design Resource Team was created to help rollout the 1:1 device program so that all students have access to technology both at home and at school. The following points include some of the objectives of the team:

- Design for and monitor the 1:1 rollout school wide

- Based upon survey results, recommend professional development (conducted in house or externally) to ensure that our staff has the knowledge to use our current and future resources effectively.
- Research, experience, and recommend resources that enhance student learning and teachers' ability to provide quality learning experiences to our students ( coordination with budgeting- Title I and State)
- Work in collaboration with the Design Team, the Evidence and Assessment Team, the Literacy Team, and the Leadership Learning Team to ensure the alignment of resource research and selection to areas identified by the EAT team as in need of improvement, by the DT team worthy of design, and the LLT as a focus for learning.
- Consider TIME as a resource

Dalton Middle School's Learning Leadership Team is a new group created to look at curriculum, instructions and initiatives throughout the school. The team hopes to create an environment where teachers are leaders and can look to each other for collaboration and support. The points are some of the objectives of the team.

- Focus strongly on student learning (curriculum) in individual content areas ensuring that it is engaging, rigorous, and is preparing students to be college and career ready.
- Consider and recommended professional development to improve instruction for our students
- Collaborate with other teams to ensure our evidence/data informs learning and instruction, and resources are available to our teachers (and teachers are adept at using them)
- Analyze needs and lead staff in establishing and following pacing guides, addressing power standards, increasing rigor, and increasing student engagement by providing quality work that causes students to persevere and learn

Dalton Middle School's Evidence and Assessment Team analyzes and disaggregates data to share with teachers so that they can maximize their knowledge of student strengths and weaknesses and how best to celebrate the gains made and correct deficits. Through their work, grade level content teachers can make decisions to drive instruction and to focus on how best to meet the needs of the students and how to focus their content to specific needs. The following points are some of the objectives of the team.

- Design for and monitor the introduction of Illuminate, SLDS and other data tools in our school, ensuring alignment with district philosophies
- Determine and plan for meaningful (informative) data points for both the classroom and school wide that is actionable
- Monitor, analyze and interpret evidence/data to determine the effectiveness of content areas (literacy, science, social studies, Based upon the analysis and interpretation, make recommendations math connections) and program areas (ESL, ESS. BOOST, Gifted, etc.)
- Based upon the analysis and interpretation, make recommendations to other teams for resources, professional development, design, and instructional adjustments to improve student learning

Dalton Middle School's Literacy Team provides shared leadership to strengthen the literacy implementation and training to the school. The school literacy team plays an active leadership role through its regular meetings. The role of a literacy leadership team is to utilize data to guide the implementation of Literacy Collaborative to ensure continuous school improvement. The team is responsible for developing and communicating a written vision statement related to literacy teaching and learning to school staff, central office, and other stake holders, sharing successes with each other and entire school community, considering and problem solving the factors of implementation, monitoring student progress, program evaluations, and interventions, and managing literacy materials.

## Component Nine – Additional Assistance

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

- Math Connections – a math acceleration program for students who are not meeting grade level expectations in math as evidenced on Georgia Milestones, IKAN, Orleans-Hanna or Norm-referenced assessments, benchmarks, and/or classroom expectations. Students are assigned to this course in lieu of a traditional connections class (PE, Art, Music, and Technology).
- Reading Connections - a reading acceleration program for students who are not meeting grade level expectations in fluency and/or reading comprehension as evidenced on CRCT, Norm-referenced assessments, benchmarks, and/or classroom expectations. Students are assigned to this course in lieu of a traditional connections class (PE, Art, Music, and Technology).
- Before School and After School Tutoring – Teachers at each grade level and content area select and group children according to identified deficits based on Georgia Milestones, IKAN, Orleans-Hanna or Norm-referenced assessments, benchmarks, and/or classroom expectations. This program is also targeted for those children who are homeless or migrant. These students receive individual and/or small group instruction to address deficit areas.
- ELL and ESS students are scheduled into a section of additional instruction for intensive academic intervention, also in lieu of a traditional connections class. ELL interventions are focused on Reading across the Content Areas. Additionally, ELL students are placed into sheltered classrooms where the SIOP model is used by the content teachers. ESS interventions are based on IEP goals and objectives. ESS students are placed into inclusion classrooms with two certified teachers trained to work together. One teacher is a regular content-certified teacher. The other is a certified special education teacher.
- Literacy Collaborative – All 6<sup>th</sup>, 7<sup>th</sup> and select 8<sup>th</sup> grade language arts and reading teachers are being trained in literacy, guided reading, and bench-marking to better meet the needs of each student reader at his/her own individual level.

Parent-Teacher conferences detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to the student at the school or in the community. More attempts will be made to encourage parents to ask for conferences.

Each team of teachers has a designated team planning time which can be used for parent conferences. Requests for parent conferences were made by all members of our staff. In total there were over 1130 requests for parent conferences. Conferences involving academics and/or behavioral concerns totaled 587. From this number, DMS is continuing to look at ways to encourage parents to come to school and participate in conferences to help their children be successful at school.

## Component Ten – Coordination of Programs

Dalton Middle School will utilize a variety of programs available to create a high quality comprehensive education program for its students. With a diverse population of students a variety of specialized programs are needed to provide significant academic growth. The various programs will be coordinated within the school day so that resources can be shared to benefit all students.

Migrant Program – Extended day services are provided for migrant education qualifying students.

McKinney-Vento Act – Extended day services are provided for qualifying students who are homeless.

ELL – A federal and state funded program providing ongoing support for children who are second language learners

Exceptional Student Services (ESS) – A federal and state funded program providing services for special needs students

Truancy Treatment – Partnership with the local judicial system providing intervention services for families whose children have significant school attendance issues.

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

Response:

Dalton Middle School offers the following intervention activities for students who experience difficulty mastering the proficient levels of academic achievement standards:

- Math Connections – a math acceleration program for students who are not meeting grade level expectations in math as evidenced on CRCT, Norm-referenced assessments, benchmarks, and/or classroom expectations. Students are assigned to this course in lieu of a traditional connections class (PE, Art, Music, and Technology).
- Reading Connections - a reading acceleration program for students who are not meeting grade level expectations in fluency and/or reading comprehension as evidenced on CRCT, Norm-referenced assessments, benchmarks, and/or classroom expectations. Students are assigned to this course in lieu of a traditional connections class (PE, Art, Music, and Technology).
- Before School and After School Tutoring – Teachers at each grade level and content area select and group children according to identified deficits based on CRCT, norm-referenced assessments, benchmarks, and/or classroom assessments. This program is also aimed at those children who are homeless or migrant. These students receive individual and/or small group instruction to address deficit areas.

- ELL and ESS students are scheduled into a section of additional instruction for intensive academic intervention, also in lieu of a traditional connections class. ELL interventions are focused on Reading across the Content Areas. Additionally, ELL students are placed into sheltered classrooms where the SIOP model is used by the content teachers. ESS interventions are based on IEP goals and objectives. ESS students are placed into inclusion classrooms with two certified teachers trained to work together. One teacher is a regular content-certified teacher. The other is a certified special education teacher.
- Gifted students are served in a variety of ways in each grade level. Most students choose to take all of their content subject area classes with a certified Gifted Teacher. These teachers teach accelerated content in each area. Some students choose a combination of accelerated content and advanced content, which is taught by gifted staff but the advanced content moves at a slightly slower pace.
- Literacy Collaborative – All 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade language arts and reading teachers are being trained in literacy, guided reading, and bench-marking to better meet the needs of each student reader at his/her own individual level.
- Math Lab – DMS is creating a math lab that will be designed for intensive help for students with math deficits. The lab is intended to be a fluid, short-term place where students or small groups can go to get specific instruction on a topic and return to class. It will be monitored by an instructor who will create learning stations and mini lessons to assist teachers with students in areas of need.
- Peer tutoring
- Help pages on school website
- Use of computer-assisted technology
- Utilize the state Online Assessment System to inform instruction
- Utilize the results of Illuminate to inform instruction
- Utilize the results of math probes to inform instruction
- Utilize the results of Study Island Benchmarking to inform instruction
- Utilize the educational services of Junior Achievement and 4-H
- Mentoring program through Boys & Girls Club
- Mentoring program through Big Brothers/Big Sisters
- Boy Scouts and Girls Scouts

## Component Eleven – Assessment Results

Individual assessment results and interpretation are provided to parents as they become available. The standardized tests that are given at Dalton Middle School include:

- Georgia Milestones End-of-Grade
- Georgia Milestones End-of-Course
- ACCESS
- Literacy Benchmarking
- Orleans-Hanna
- IKAN

All of these assessments are disaggregated to give a profile to the school of the individual student, subgroups and grade level. These test results are available to parents as hard copies as well as online through Infinite Campus and School Report Card sites.

Additionally, a Parent Information Night is sponsored by the Counseling Office and the Parent Involvement Team to provide additional assistance to parents with interpretation of test scores and how best to use these results to help their children. Test results are provided via closed circuit television and explained by an administrator.

## Component Twelve – Provisions for the Collections and Disaggregation of Data

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

A data warehouse is used by the district for keeping current information and supplying school administrators with disaggregated data as requested. As a part of the Dalton Middle School Design Team for School Improvement, we are very fortunate to have a staff member who is highly trained to use the data warehouse. DMS can quickly and efficiently obtain any disaggregated data that is needed to determine student achievement. The team can quickly assess whether a particular subgroup needs extra help or is performing at the levels necessary to meet our school goals. Student data is posted in Sharepoint, a secure intra-district website, and is available to each principal and assistant principal. Additionally, this year all staff will be trained in the use of SLDS (student longitudinal data system) so that they have access to the necessary information to help identify areas of need and or acceleration. All data is also available in hard copies provided to administration at the school.



### Component Thirteen – Valid and Reliable Disaggregated Results

Both state mandated and other formative assessments that are given have reliability and validity that have been predetermined either by the state or by the program-specific organizations through which the assessment is obtained. School and teacher-created assessments are developed with alignment to the CCGPS/GPS standards. All school and teacher-created assessments are reviewed by content grade level teams to check for reliability and validity and to review effectiveness in specific test questions.

## Component Fourteen - Public Reporting

All of Dalton Middle School's assessment data can be accessed by the public through our school website or the Georgia Department of Education website. Additionally, our schools' assessment data is published in the local paper, The Dalton Daily Citizen, as well as the Chattanooga Times Free Press. Disaggregated test data is made available for the public to review. Parents are given copies of their student's individual test data through mailings, parent information nights and parent/teacher conferences. Dalton Middle School test performance is also shared publicly with stakeholders via School Council meetings, PTO meetings and through various school-based websites. Please see sections one and five of the DMS plan for additional information about the reporting of disaggregated data

## Component Fifteen – Plan Development Period

The plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers under section 1117, determines that less time is needed to develop and implement the schoolwide program.

Dalton Middle School's Title I plan is developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program.

## Component Sixteen – Community Involvement Plan

Dalton Middle School's Title I plan is created and developed with the involvement of the stakeholders to be served and individuals who will carry out the plan including teachers, principals, other school staff, pupil service personnel and parents. The School Council serves as the primary parent-community body for the review of the draft and suggestions of revisions. All parents are offered the opportunity to review the plan and offer feedback during the review window.

## Component Seventeen – Plan Availability

This plan is available to the LEA, parents and the public in hardcopy and electronically online. For those who prefer to read a hard copy, a copy of the plan is available in the DMS business office, The DMS counseling office and the Dalton-Whitfield Public Library.

## Component Eighteen – Plan Translation

This plan is translated into Spanish due to the significant percentage of parents in the school who speak Spanish as their primary language. Therefore, anyone needing access to the plan in Spanish can schedule an appointment with our school Graduation Coach to have him verbally translate the plan document. DMS has a bilingual receptionist in the main office to assist parents with questions and concerns. DMS has one bilingual graduation coach and four bilingual teachers who assist parents and students in interpreting grades, test scores, the Title I plan and helps with parent conferences. This option is also available for the smaller percentage of parents speaking Japanese as their primary language. The following is a list of ways DMS tries to meet the needs of all of our stakeholders.

All school flyers are bilingual.

Our School receptionist is bilingual (Phone, emails, and orally)

School newsletter (bilingual)

School district's website (several languages).

Parent Portal (several languages).

Translator is available for parent /teacher conferences, IEP's, 504's, open house, family nights.

Technology is used through headsets to translate to parents during meetings.

Power Point is used to translate meetings.

Phone messenger

Sign language translator.

School Agenda, School policy is in Spanish.

Student documents for parents are provided in Spanish (IEP, ART, etc.)

Braille accessible in all classroom entrances.

Dalton Middle School has a partnership with the local Catholic Church to bring school information to the parents of the Hamilton Community (Guatemalan community).

Parenting classes.

Provide community resources.

Component Nineteen– section 1116 Provision

This plan is subject to the school improvement provisions of section 1116ESEA as amended by Georgia's ESES Flexibility Waiver.