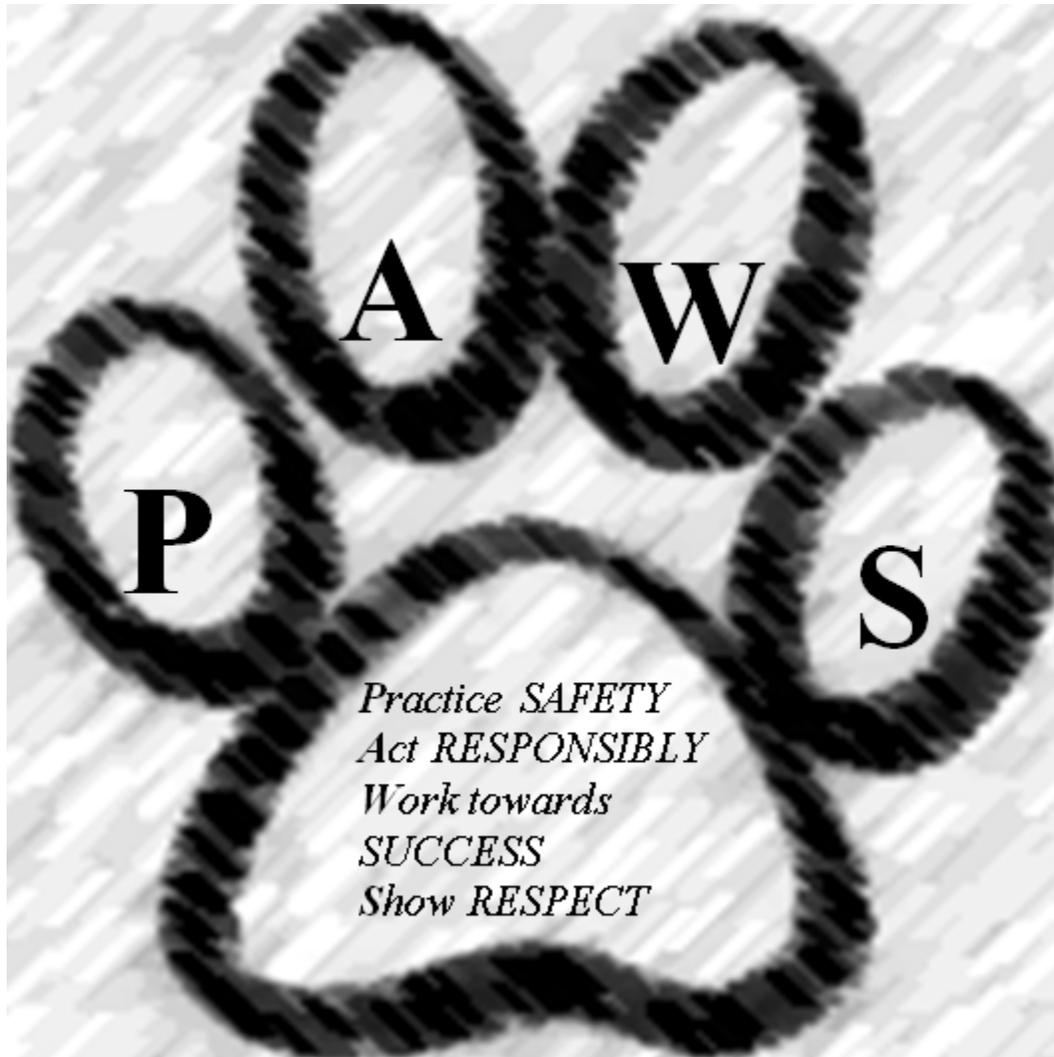




Georgia Department of Education  
Title I Schoolwide/School Improvement Plan

Camden Middle School  
*Home of the Cougars*



# FY16 School Improvement Plan

Revisions Dates: 05/12/2015 & 08/11/2015  
Adopted 09/15/2015

Revised 09/14/2015

Dr. John D. Barge, State School Superintendent  
May 2013 • Page 1 of 47



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<b>SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE</b>					
<b>School Name: Camden Middle School</b>			<b>District Name: Camden County Schools</b>		
<b>Principal Name: Thomas McClendon</b>			<b>School Year: 2015 - 2016</b>		
<b>School Mailing Address: 1300 Middle School Rd., Kingsland, GA 31548</b>					
<b>Telephone: (912) 729 - 3113</b>					
<b>District Title One Director/Coordinator Name: Dr. Beverly Strickland</b>					
<b>District Title One Director/Coordinator Mailing Address: 311 South East St. Kingsland, GA 31548</b>					
<b>Email Address: bsstrickland@camden.k12.ga.us</b>					
<b>Telephone: (912) 729 - 5687</b>					
<b>ESEA WAIVER ACCOUNTABILITY STATUS</b>					
(Check all boxes that apply and provide additional information if requested.)					
<b>Priority School</b> <input type="checkbox"/>			<b>Focus School</b> <input type="checkbox"/>		
<b>Title I Alert School</b> <input type="checkbox"/> .					
Subject Alert	<input type="checkbox"/>	List Subject(s)	Sub-Group Alert	<input type="checkbox"/>	List Subgroup(s)
Graduation Alert	<input type="checkbox"/>	List Subgroup(s)			
<b>Principal's Signature:</b>				<b>Date:</b>	
<b>Title I Director's Signature:</b>				<b>Date:</b>	
<b>Superintendent's Signature:</b>				<b>Date:</b>	
<b>Revision Date: 05/12/2015</b>		<b>Revision Date: 08/11/2015</b>		<b>Revision Date: 12/11/2015</b>	

Adopted 09/15/2015

Revised 09/14/2015



## Georgia Department of Education Title I Schoolwide/School Improvement Plan

### Schoolwide/School Improvement Plan (SWP/SIP) Template Instructions

Revisions Dates: 05/12/2015 & 08/11/2015

Adopted 09/15/2015

#### Notes:

- Elementary and Secondary Education Act of 1965 (ESEA) Section 1114 (b) (1) requires a Title I schoolwide program plan to contain the ten components listed on this template as well as related measurable goals and strategies for implementation. The asterisk (\*) denotes required components as set forth in section 1114 of ESEA.
- While there are eighteen components, all ten required components of a Title I Schoolwide Program Plan (marked in this template with an asterisk) *must* be addressed. Response starters are provided in this template to guide the planning team/committee in the process of completing the schoolwide section of the plan.
- Complete the schoolwide plan (SWP) and school improvement plan (SIP) checklists. All components/elements marked as not met need additional development.
- Please list your planning committee members on the next page along with signatures of participating team members. This team must include stakeholder involvement (parents of Title I students, community representatives, teachers, administrators, etc.).  
**Note:** The planning team must involve parents in the planning process. See section 1114 (b)(2)(B)(ii) Plan Development which states: The comprehensive plan shall be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school.
- Attach the SIP as an addendum to the template. See the Georgia Department of Education School Improvement Fieldbook for guidance and instructions on completing a school improvement plan <http://www.doe.k12.ga.us/School-Improvement/School-Improvement-Services/Documents/School%20Improvement%20Fieldbook%202012-2013.pdf>.

Revised 09/14/2015



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**Title I Schoolwide/School Improvement Plan**  
Revisions Dates: 05/12/2015 & 08/11/2015  
Adopted 09/15/2015



# Event Sign-in Sheet

**Secondary Schools**

Activity/Date:

**Title I Stakeholder Meeting  
08/11/2015**

Name	Role (Please circle one)	Student & School
1. Jereza Rizer	<input checked="" type="radio"/> Parent Community Partner CMS Other (pls. specify) staff	Joshua Campbell, CMS
2. Mitch Coley	Parent Community Partner <input checked="" type="radio"/> CMS Other (pls. specify) staff	CMS
3. Kendra Blackeby	<input checked="" type="radio"/> Parent Community Partner CMS Other (pls. specify) staff	JOHN AND KENNISON BLACKERBY CMS
4. Jaime Leonard	<input checked="" type="radio"/> Parent Community Partner <input checked="" type="radio"/> CMS Other (pls. specify) staff	Jaiden Leonard CMS 7th grade
5. Jessica Pounds	<input checked="" type="radio"/> Parent <input checked="" type="radio"/> Community Partner CMS Other (pls. specify) staff	Nacy Pounds CMS 8th grade
6. Sondra Stevens	Parent Community Partner <input checked="" type="radio"/> CMS Other (pls. specify) staff	CMS
7. Bobbi Simmons	Parent Community Partner <input checked="" type="radio"/> CMS Other (pls. specify) staff	CMS - TEACHER
8. Marcia Whitfield	<input checked="" type="radio"/> Parent Community Partner CMS Other (pls. specify) staff	CMS parent
9. Kendra Giddens	<input checked="" type="radio"/> Parent Community Partner CMS Other (pls. specify) staff	Maclah/Keith Giddens CMS Parent

Revised 09/14/2015



**Georgia Department of Education  
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**SWP Components**

**Revisions Dates: 05/12/2015 & 08/11/2015**

Adopted 09/15/2015

- \*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

*Response:*

A. We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. All teachers and students were given the opportunity to contribute to its creation and revisions. Stakeholders were invited to an input meeting to participate in the writing and revising of the document. Those attending were provided data and instructional goals based on our needs assessment to assist them in the task. Further a draft of the document and a feedback form were posted on the school websites for all stakeholders to access and comment. Student input was gathered through the student council, at a meeting students discussed the plan; goals of the school, etc.; and were provided a draft of the document, and given time to contribute comments. All comments gathered from the stakeholders through the above listed means were used to create the final version of the school improvement plan.

B. We have used the following instruments, procedures, or processes to obtain this information. Camden Middle School teachers create end of unit assessments for all subjects and in all grade-levels that serve as benchmarks for key standards that were taught throughout the unit. Mastery Assessments have been developed to analyze student performance throughout the year, this guides planning for remediation efforts as well as refining of the lessons plans.

The results of these mastery assessments and subsequent refining of lesson plans to address remediation in an effort to gain mastery of standards are communicated to parents during parent conferences. Formative assessments are used frequently to analyze student progress; the same assessment is given to all students to check the level of learning that has taken place. This data is reviewed and shared; plans are made to readdress those areas of low content mastery. Trend data is reviewed with the faculty to identify instructional areas or skills that need improvement. Those attending Title I meetings receive copies of the school's trend data in order to continue parental and community involvement. Students with academic weaknesses as identified on assessments and yearly averages are placed in the support math and/or reading connection classes to address identified weaknesses. Students with historical academic weaknesses or that perform poorly during the current year are supported by the Instructional Extension Program which focuses on developing academic skills that have been previously identified. The school based budgeting process matches identified academic needs to the money provided by the state and federal government. These decisions are made after the review of data.

Evaluation of test data drives the process for continuous school improvement. Action plans are created which guide all school decision making including the school based

\* Required component of SWP as set forth in section 1114 of ESEA



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**\*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.**

budgeting process, providing funds to address those areas that need most help. Test data is evaluated to define what staff development activities will be provided to improve instruction or address identified deficiencies.

C. We have taken into account the needs of migrant children. Camden Middle School's Guidance Department is responsible for meeting the needs of the migrant student population. All students were given the Parent Occupational survey and Home Language survey. At this time there is no migrant student population at Camden Middle School.

D. We have taken into account the needs of homeless children. Title I funds are allocated to help any homeless students that may need help buying school supplies (\$25.00 per student is allocated in the budget to purchase supplies). Homeless students are provided busing to allow them to remain in the school they zoned into prior to their loss of permanent housing to provide stability and continuity during the period of homelessness. Those that enroll new to schools are allowed to do so without required paperwork and are enrolled in the school nutrition program.

E. We have reflected on current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved.

By Grade-level

*\*\*Average percent correct on unit Mastery Assessments.*

<b>Content/Course Schoolwide MA Content Area Average</b>	<b>6th</b>	<b>7th</b>	<b>8th</b>	<b>Overall</b>	<b>2015 CCRPI Target</b>
ELA	63.8	60.1	62.4	62.1	93.8
Math	56.8	50.5	58.7	55.3	89.4
Science	55.9	54.9	64.8	58.5	84.3
Social Studies	66.4	70.4	68.2	68.3	83.4

F. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to locally developed academic expectations.

\* Required component of SWP as set forth in section 1114 of ESEA



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\*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

### All students

School Overall Exam % Correct	ELA	61.4	63.7	60.4	Math	53	54.9	58	55.7	60.4	52.5	51.9
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Science	56	56.4	59.3	56.6	59.7	49.4	Social Studies	66	68.8	68.2	71.1	65.6	64.8
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### Economically disadvantaged (ED) students

School ED % Correct	ELA	57.5	60.2	56.3	Math	48.1	50	53	50.9	55.7	47.7	49.2
ED Gap Size	ELA	3.9	3.5	4.1	Math	4.9	4.9	5.4	4.8	4.7	4.8	2.7

Science	52	51.4	54.4	51.7	54.3	45.6	Social Studies	62	64.4	64.5	67.3	61.7	61.3
Science	4.5	5	4.9	4.9	5.4	3.8	Social Studies	4	4.4	3.7	3.8	3.9	3.5

### Students from major racial and ethnic groups:

School Black % Correct	ELA	56	58.4	55.2	Math	45.7	49.1	50	47.9	53.7	45.9	48.2
BLACK Gap Size	ELA	5.4	5.3	5.2	Math	7.3	5.8	8	7.8	6.7	6.6	3.7

Science	49	49.5	52.4	49.1	51.7	43.8	Social Studies	61	65.2	65.1	66.3	60.2	60.4
Science	7.3	6.9	6.9	7.5	8	5.6	Social Studies	4.4	3.6	3.1	4.8	5.4	4.4

\* Required component of SWP as set forth in section 1114 of ESEA



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Students with disabilities (SWD)

School SPED % Correct		47	49	44.9		34.5	42.5	40	37.8	39	34.9	40.4
SWD Gap Size	ELA	14.4	14.7	15.5	Math	18.5	12.4	18	17.9	21.4	17.6	11.5

Science	39	41.5	44.7	44.3	49.5	41.3	Social Studies	50	53.8	51.5	58.9	45.4	46.3
	17	14.9	14.6	12.3	10.2	8.1		16	15	16.7	12.2	20.2	18.5

The examination of the 2015 Mastery Assessment data showed a gap concern among our students with disabilities. While the CCRPI sets different targets for each sub-population, those have not been released for the Georgia Milestones Assessment making it challenging to target specific populations, but the gaps in most groups and content area revealed in our locally developed data show few areas of concern other than our students with disabilities population.

G. The data has helped us reach conclusions regarding achievement or other related data.

- Major strengths in our program: CMS continues to do an exemplary job of meeting the needs of the student body as a whole as well as well as the sub-groups as illustrated in the data tables.
- The major needs we discovered were in the areas of meeting sub-groups.. While official CCRPI data has not yet released locally computed numbers indicate that we have several areas (included in our CCRPI score) where student groups failed to meet their performance target: Black students in the area of mathematics and science; and students with disabilities in all academic areas.
- The needs we will address:
  1. The 2015 Mastery Assessment data revealed that the average percent correct for science in grades 6 - 8 was 58.5%. The lowest domain for 6th grade science was hydrology & meteorology, 7th grade evolution, & 8th grade matter and energy.
  2. The 2015 Mastery Assessment data revealed that the average percent correct for mathematics in grades 6 - 8 was 55.3%. The lowest domain for 6th grade mathematics was statistics, 7th grade inferences, & 8th grade functions.
  3. The 2015 STAR data revealed that 77% of CMS 8th grade students achieved a Lexile measure of 1050 or above.
  4. The 2015 Mastery Assessment data revealed that the average percent correct for ELA in grades 6 - 8 was 62.1%.
  5. The 2015 Mastery Assessment data revealed that the average percent correct for

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\*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

Social Studies in grades 6 - 8 was 68.3%.

Action Plans have been developed to address these needs. Particularly with the literacy standards added under the Georgia Standards of Excellence (GSE) success in English Language Arts, Science, and Social Studies is directly related to reading and writing skills. With the changes in the Georgia state assessments instruments the Georgia Grade Eight Writing Assessment has been eliminated. Rather than there being a separate test for writing, reading, and English language arts, the three are assessed collectively and reported as a language arts score. To this end, Camden Middle School has a language arts action plan to address these areas, with a particular emphasis on the writing skills that will be needed for not only the language arts portion of the assessment, but additionally needed to address the literacy standards in science and social studies as well as the constructed response emphasis in mathematics. A Lexile score is reported on the Georgia Milestones End of Grade assessment. Our STAR data indicated our scores are below the target set on the CCRPI and are being addressed by an Action Plan. A third action plan has been written with the aim of increasing science performance, particularly in the sixth grade, as well as addressing the literacy standards. As mathematics continues to be rigorous and challenge our learners, a fourth action plan to address this area has also been written. Finally, a social studies action plan was written to address overall social studies achievement as well as emphasizing the literacy standards.

Action Plans were developed based on Mastery Assessment and STAR data. These plans are aligned with the district level goals, as well as the goals of the CCRPI performance targets and the goals of the Individuals with Disabilities Education Act. Teachers reviewed the action plans and assisted in the development of the strategies. These plans are attached at Addendum One.

- The specific academic needs of those students that are to be addressed in the schoolwide program plan will be addressing reading, specifically non-fiction texts as well as writing, emphasizing non-narrative writing drawing on multiple sources and using textual evidence to support writing in all content areas. In the area of mathematics, the emphasis will be on applying skills (generally multiple skills) to novel situations requiring students to determine what skills will be needed to accomplish the task as well as putting a greater emphasis on open ended questions and questions with more than one possible solution.
- The root cause(s) that we discovered for each of the needs are grounded in the demands of the GSE standards and the increased rigor of the Georgia Milestones Assessment. The emphasis on non-fiction texts and non-narrative writing is a challenging adjustment for teachers and learners. Further, the requirement that these activities take place in science and social studies classes has created the need for a dramatic shift in instructional focus. Compounding the challenge further are the new expectations for students to be able to read more rigorous content earlier. In

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mathematics there has also been a shift, away from the mastery of algorithms to a deep, rich ability to apply and understand learning, drawing upon previous content as well as content currently under instruction to create solutions to problems not directly instructed. These shifts, increasing rigor and asking students to be able to perform at a high level in areas previously not emphasized has caused a dip in student performance.

H. The measurable goals we have established to address the needs are identified in the attached Action Plans.

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

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

*Response:*

With the Riverside Houghton Mifflin Harcourt Data Director program, teachers will have instantaneous access to results of locally created assessments. The Data Director program also houses all of the data from state mandated testing providing teachers with access to all assessment for their students. The Student Longitudinal Data System (SLDS) also provides access to state mandated testing for all Georgia students and is instrumental in collecting standardized test data and academic performance data on transfer students. Given the presence of the naval base and our level of poverty we have a large number of transfer students each year and benefit from this resource. This allows for better alignment of instructional practices to best meet each student's needs. Students that are not performing to state standards or to levels commiserate with previous performance levels are provided with additional instructional opportunities. These include being in academic support classes for reading and/or mathematics during exploratory class time, participating in the school instructional extension activities, and participating in Wednesday re-teach during half the exploratory block as well as working with teachers individually when arranged. Students with test scores and course grades from the previous year indicating an area of strength in mathematics and/or Language Arts are placed in Advanced Placement preparatory classes. These classes are designed to challenge students increasing their likelihood of exceeding standards on the Georgia Milestones end of grade assessment. Through increasing the number of students taking and succeeding in classes of increased rigor the ultimate goal is to have a larger and more diverse population of students prepared for the rigors of Advanced Placement classes at the high school level resulting in more students from a greater demographic range being prepared for the rigors of college courses, able to compete for admission to college, and able to be competitive in applying for college scholarships.

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

*Response:*

\* Required component of SWP as set forth in section 1114 of ESEA



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Teachers receive high quality professional learning which provides new instructional strategies and opportunities to revise curriculum resources to reflect the new strategies. “Learning Focused” has been adopted system-wide. Department of Education (DOE) Common Core Georgia Performance Standards (GSE) trainings have been redelivered or viewed live depending on scheduling as they release. New units, learning maps, and mastery assessments have been designed to address the new GSE. Teachers are expected to plan collaboratively and review student data regularly. Lesson plans are aligned directly to standards and content descriptors. All Camden County Schools certified staff also completed the Formative Instructional Practices modules delivered by the Battelle for Kids program and will be continuing to incorporate the concepts in the classrooms. A refresher and reemphasis on the incorporation of Learning Focused strategies is occurring this year as well as ongoing training on the ten Teacher Keys Effectiveness Standards, the basis of teacher evaluations, with an emphasis on differentiated instruction, a staff reported area of need.

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

*Response:*

Students are identified and recommended for Reading Remedial Exploratory and/or Mathematics Remedial Exploratory based on their previous year’s school common assessments and yearly averages. These classes provide an additional 250 minutes per week. In addition, reform strategies at Camden Middle School include Study Island, consisting of lessons and activities that focus on the core skills commonly found on state and national standardized tests. Students have the opportunity to access this program from any computer. The Study Island link is also available on the school’s website for easy access. The quizzes and practice activities in Study Island quickly identify skill deficiencies and provide opportunities for additional practice in an engaging format. The Stride Academy program is another resource offering another venue for highly engaging instruction and practice in all content areas which is also available to students via website access at any time. IXL mathematics has been purchased to provide common core aligned mathematics practice. Camden Middle School also provides students and parents with full access to the BrainPop videos and related resources through its subscription to the program. These resources combine to add engagement to the instructional day, as well as providing a means for parents to support student learning outside of the school day. Learning-Focus and Differentiated Instruction are used daily in the classroom of Camden Middle School to successfully meet students’ learning needs in heterogeneous classrooms when the students are diverse and have varied abilities and talents. Students showing a lack of mastery of concepts based on formative assessments and Mastery assessments are offered further instruction and re-assessment opportunities during Wednesday Re-Teach. Rather than going to one or both exploratory classes, those students identified as needing further instruction stay with their academic teachers for an additional 50 minutes of focused, small group instruction. The instruction is followed by

\* Required component of SWP as set forth in section 1114 of ESEA



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

a formative assessment to determine if better mastery has been achieved or if further instruction will be needed. Students showing academic weaknesses based on yearly averages from the previous year and/or on mastery assessments in the current year are also included in instructional extension activities. Certified teacher will be hired to provide contracted services in a co-teach model during the school day. Additionally, a two week camp prior to the administration of the Georgia Milestones End of Grade assessment will be held. Bus transportation is provided to take students home.

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

*Response:*

A local Pyramid of Intervention (POI) protocol for a grade PreK – 9th which relies upon current academic and assessment data has been implemented. Camden Middle School has adopted this protocol and has developed a Response to Intervention (RTI) committee to follow student progress.

Instructional software such as IXL, Stride Academy, Study Island, Brain Pop, Accelerated Reader/Enterprise Reading, Braining Camp were purchased to assist the teachers in assessing students and developing an individualized prescription for remediation and monitoring individual student progress. Riverside Data Director is also used to monitor student progress.

Finally, the faculty and administration of Camden Middle School have identified students in need of additional instructional assistance. Instructional Extension activities currently exist for students identified through testing or teacher recommendation as needing extra help via contracted services in a co-teach delivery model and a two week camp prior to state testing. Staff development opportunities continue for teachers in the area of remediation, evaluation, and assessment.

Another form of college and career awareness and preparation, all students will take a connections class designed to explore different careers, options available to them at the local high school, and what it takes to be prepared for college in their areas of interest. Classes such as Business and Computer Science, Exploring Engineering Technology and Computer Literacy are also offered to students as an introduction to vocational/technical education programs.

2(e). Must include documentation to support that any educational field trip used as an instructional strategy is aligned to the comprehensive needs assessment found in the schoolwide plan and must be connected to the support of assisting students to achieve proficiency or advanced status in relation to the state academic content

\* Required component of SWP as set forth in section 1114 of ESEA



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standards. Documentation must be provided during the budget approval process. Required based on FY12 US ED monitoring finding for Georgia.

*Response:*

CMS does not fund any field trips with Title I funds. Any field trips taken at CMS are tied to academic standards and are funded through club funds (if applicable) or local school funds (such as monies from fundraising activities).

**\*3. Instruction by highly qualified professional staff.**

*Response:* All teachers at Camden Middle School have met the highly qualified status.

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

*Response:*

Highly qualified teachers are attracted to Camden County Schools because of the school systems' success in the community. Camden Middle School attracts quality teachers due to its outstanding reputation in the county as well. The students' tests scores and current teachers' commitment to high performance are continually attracting highly qualified personnel. The mentoring program adopted by the Camden County School system will further assist in the retention of these teachers.

**\*4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.**

*Response:*

A. See attached Camden Middle Schools 2015 – 2016 Professional Learning Plan

**\*5. Strategies to increase parental involvement.**

*In completing this section, you should review the parental involvement strategies already defined in your school's parental involvement policy. These could include many of the suggested responses below, although other strategies may still be considered.*

*Response:*

- A. We will involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of schoolwide programs and the school parental involvement policy by holding meetings to complete the annual program evaluation, stakeholder meetings to develop the SIP, PIP, Title I PI budget, student-Parent compact, review annual survey data, and plan upcoming PI events, as well as holding the annual Title I meeting.
- B. We will update the school parental involvement policy periodically to meet the changing needs of parents and the school and distribute it to the parents of participating children and make the parental involvement plan available to the local community, by holding meetings, sending the PIP home with all students, placing copies in the front office and PIRC, as well as posting it to our website.
- C. We will conduct an annual meeting, at a convenient time, to inform parents about the

\* Required component of SWP as set forth in section 1114 of ESEA



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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 advertising it in the newspaper, posting it on the front electronic message board, sending flyers home with students, sending an e-blast, and posting the information to the school website and the school's Facebook page.

- D. We will offer a flexible number of meetings, as well as means for those not able to attend in person to contribute feedback by means such as posting information to our website with a feedback form for commenting and inviting comments through e-mail by via an e-blast sent with the document and a request for feedback.
- E. We will provide parents of participating children with timely information about the Title I program, a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet, and 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, by inviting parents to stakeholder input meetings and the annual Title I meeting and encouraging all parents to attend via the aforementioned means and having an open school council attendance policy.
- F. 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 by holding stakeholder meetings for its development, posting a draft to the website with a feedback form for comments, provide a feedback wall for parents to review the compact and comment upon it during Open House, and sending it home for feedback through an e-blast.
- G. 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, by encouraging and guiding parents to sign-up for automated PowerSchool grade e-mails, subscribing to the school news e-blast list, sending newsletters explaining curriculum and assessment changes, weekly teacher E-Blasts, as well as workshops on particular aspects of the curriculum as indicated by parent requests. Parent conferences are also strongly encouraged with times dedicated to them, training offered to teachers on maximizing their effectiveness, and using them to help parents better understand the curriculum and how they can best support student learning at home.

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- H. We will provide materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by posting information to the website, sending home tips in newsletters, and holding workshops on requested topics.
- I. 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 offering professional learning segments during gradelevel meetings and at faculty meetings.
- J. We will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, 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 maintaining a record of parents requesting materials in a second language via the home language survey (data accessible through PowerSchool), that all information sent home is free of jargon and avoids "eduspeak" as much as possible, and when such terms are used, they are explained. When preparing such materials, the reading levels of the prepared materials will be reviewed and adjustments made to keep the material attainable to parents.
- K. 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 in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand, by using TransAct and interpreters as needed.

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

*Response:*

As a middle school this does not apply.

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

*Response:*

Teachers at Camden Middle School have opportunities to provide valuable input and make decisions regarding the use of assessments in an effort to improve student performance as well as the overall instruction programs. The faculty of Camden Middle

\* Required component of SWP as set forth in section 1114 of ESEA



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School realizes that throughout the assessment and instructional process that decisions on teaching strategies and other curriculum related issues must be data driven. No changes are considered or recommended unless a thorough review of the data has taken place and evidence can be presented to support such change. Data is shared with all staff members involved. The disaggregated data is then distributed to teachers to be used to improve the performance of each student. The Administrative Team shares the data during Tuesday meetings. Counselors, Assistant Principals, and the Title I Intervention Specialist often hold individual conferences with students to discuss academic performance and strategies to increase performance.

**\*8. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:**

**8(a). Measures to ensure that student’s difficulties are identified on a timely basis.**

*Response:*  
Camden Middle School’s remedial support classes, instructional extension activities, and Wednesday re-teach are designed to address our students who are performing below grade level. Evaluation of test data drives the school based budgeting process, providing funds to address those areas that need most help. Test data is evaluated to define what staff development activities will be provided to improve instruction or address identified deficiencies. With Riverside Data Director, teachers will have instantaneous access to results of locally created assessments. The Data Director program will also house all of the data coming in from state mandated testing so teachers will have access to every assessment a child has taken. This will allow for more timely placement and better alignment of instructional practices to better meet each student’s needs.  
In addition, the school has implemented a Pyramid of Intervention protocol for middle grades for the purpose of identifying students prior to failure and providing the appropriate remediation in a timely manner.

**8(b). Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties.**

*Response:*  
Camden Middle School plans for its own professional learning that is aligned directly to the school’s identified needs and the focus areas of Camden County Schools. Achievement data is thoroughly analyzed to determine areas of weakness to identify achievement gaps among subgroups within the school. Camden Middle School includes in its professional learning needs such as whole faculty study groups and Tuesday grade level meetings. Response to Intervention (RTI) meetings have become an integral part of the faculty training to assist in the immediate identification of appropriate assistance for students.  
The professional development training for teachers matches the needs of the individual at Camden Middle School. Camden Middle School’s action plans are measureable and attainable, thereby providing a way of determining if improvement is made on an annual

\* Required component of SWP as set forth in section 1114 of ESEA



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basis.

The school protects one day a week (Tuesday) to allow faculty members the opportunity to collaborate and learn through in-house professional learning and leadership meetings. No parent conferences or system-level meetings are held on Tuesdays to avoid conflicts which could reduce focus.

8(c). Parent-Teacher conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to the student at the school or in the community.

*Response:*

One of the objectives at teacher parent conferences at Camden Middle School is to assist the student and parent in identifying resources that will assist the student in his or her academics. Often the Instructional Extension Program, Early Birds, or remedial classes are offered as a resource to boost student achievement. The Title I Intervention Specialist's position at Camden Middle School is yet another resource for students who are struggling academically. Teachers have received training on increasing the effectiveness of conferences (reviewed annually) and materials on bettering the conference process are also available to parents on the school website. To further improve the Teacher-Parent conference process, a parent survey will be available to parents to complete confidentially after the conference to provide us feedback on how to better serve the needs of our parents. E-blasts, PowerSchool bulletins, and Facebook posts will also assist in keeping parents apprised of opportunities for students directed at improving student achievement.

\*9. Coordination and integration of federal, state, and local services and programs.

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

9(a). List of state and local educational agency programs and other federal programs that will be included.

*Response:*

- Georgia Department of Education
- Title One
- National School Lunch Program
- Free Breakfast Program
- Individuals with Disability Education Act (IDEA)
- RESA
- National PTA Standards for Family – School Partnerships

\* Required component of SWP as set forth in section 1114 of ESEA



## Georgia Department of Education Title I Schoolwide/School Improvement Plan

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

*Response:*

Camden Middle School is a schoolwide Title One school. The school based budgeting process includes teachers, administrators and support staff at all instructional levels. The needs of the students are prioritized using data analysis of student performance. The vision, mission and belief statements of the school are also considered when prioritizing the school's budget.

Compliance with federal, state and local agencies is a high priority as the school's needs are prioritized. The Instructional Specialist, Title I Intervention Specialist, and Grade Level Administrators meet with teachers at Camden Middle School and guide them through analyzing the data. The result of this analysis assists teachers with determining appropriate interventions that may be needed for students as well as identifying students who surpass the standards and need to probe deeper within standards or those who benefit from acceleration. The analysis of the data is incorporated into the budgeting process. Since we practice School-based Budgeting, committees are able to review the data to determine how funding should be allocated. Master schedules also reflect opportunities for interventions, differentiation, and acceleration of students. The analysis of the data guides the development of each school's professional learning plans, action plans, and ensuing allocation of funds for subject area expenditures.

Title I funds will be used in a variety of ways to enhance the instructional program at CMS. A significant portion will be used in the area of personnel. This allocation provides the funding for eight additional segments (the equivalent of 2 teachers) to allow for greater teacher student interaction, more project/task based learning, and greater individualization of instruction. The additional segments are distributed among three teachers (one per grade-level) in areas where our data showed us to have greatest need. The teachers were chosen based on our identified needs; in this instance a mathematics teacher (two segments) and a science teacher (two segments) for sixth grade and one teacher (two segments) in 8<sup>th</sup> grade language arts and one teacher (two segments) 8<sup>th</sup> grade mathematics. The percent correct data for the content areas (both the historical issues in a given grade content area as well as areas of weakness discovered in the data that will put students in an instructional deficit for the present year) were analyzed in conjunction with our critical issues to determine the optimal teaching positions to fund. The funding also provides for a Title I Intervention Specialist to assist with Professional Learning, Parent Involvement, and Title I compliance. The Interventionist provides on-going professional learning to teachers with an emphasis on the integration of technology to meet instructional delivery and student engagement as well as data driven differentiation of instruction. To further enhance instruction supplies for academic programs to meet action plan goals as well as several instructional computer programs are purchased. The vast majority of the Title I budget is invested in directly improving instruction at Camden Middle School.

Another area in which we are spending a portion of the Title I budget is in the area of

\* Required component of SWP as set forth in section 1114 of ESEA



## Georgia Department of Education Title I Schoolwide/School Improvement Plan

Professional Learning. With the increased rigor expectations teachers need additional training in how to meet these challenges. Supplies for use in professional learning events as well as fees and associated expenses to attend conferences, workshops, and other applicable professional learning activities to meet the needs identified in our professional learning plan were included in the Title I budget.

The final area where Title I funds are used is to address Parent Involvement. Camden Middle School has purchased the School Success web content subscription for the last five years. It has been well received by parents. It offers daily tips as well as a School success ideas for Parents area with timely topics, weekly quizzes, a school success library, and an ask the expert area. Funds were also allocated to allow a person to attend the Georgia Family Engagement conference. Supplies needed to support and advertise these activities as well as for instructional support will also be purchased. Finally, supplies to meet the instructional needs of homeless students are purchased.

- RESA: provides professional learning opportunities for school personnel
- Instructional Extension: helps provide funds for additional assistance for students needing remediation as well as transportation for these students; EOG Camps; afterschool program
- QBE: 1)provides for purchase of instructional materials 2) provides professional learning monies for training, registration fees, etc. as well as the substitutes for teachers
- Federal Impact Aid: provides additional monies for teacher, facilities, etc.

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

*Response:*

The BRIDGE (Building Resourceful Individuals to Develop Georgia's Economy) Act, House Bill 400, was signed into law May 2010 to create an atmosphere motivating middle- and high-school students to learn because they see the relevance of education to their dreams and future plans. The implementation of the BRIDGE Act provides middle- and high-school students with career counseling and regularly-scheduled advisement to choose a focused plan of study.

Beginning in the 2010-2011 academic year, local school systems must provide to sixth, seventh and eighth grade students the

following:

- Counseling
- Regularly-scheduled advisement
- career awareness
- career interest inventories
- Information to assist students in evaluating their academic skills and career interests.

Another part of the BRIDGE Act is the requirement that all 8th grade students during their spring semester create an Individual Graduation Plan (IGP). This graduation plan helps "map out" the rigorous academic core subjects and focused work in mathematics, science, or

\* Required component of SWP as set forth in section 1114 of ESEA



## Georgia Department of Education Title I Schoolwide/School Improvement Plan

humanities, fine arts, world languages or sequenced career pathway coursework. The IGP is based on the student's selected academic and career area to prepare them for their chosen career. This plan must be developed in consultation with parents/guardians, students, school counselor or teacher as advisor. Students are allowed changes to their IGP, but need to keep it sufficiently structured to meet graduation requirements and to qualify for admission to postsecondary education.

Camden Middle school stresses the development of the entire student, not just facilitating academic growth. To this end CMS participates in a school-wide Positive Behavior Intervention and Support (PBIS) program. The emphasis is on teaching correct behaviors and expectations before rule violations occur rather than the focus being solely on reacting after the fact. Dovetailing with this program is the concept of taking responsibility for more than just one's self, but for the school as a whole and the community. Students are recognized monthly for epitomizing good character through the Character of the Month program. Service clubs such as the Student Council, Fellowship of Christian Athletes (FCA) and Jr. Beta clubs spearhead community service projects including food drives, campus and community beautification projects, fundraising for the Cystic Fibrosis foundation, Juvenile Diabetes research, and Relay for Life. Camden Middle school hosts a United Way fundraiser drive annually for students and faculty as well.

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

*Response:*

This year Camden Middle school students will take the Measures of Academic Progress formative assessment three times throughout the year. Reports and letters to the parents explaining the test and its results are sent home in a timely manner with all students. The school's website serves as a communication tool for parents as well. The website assists parents in knowing when and what to expect in their child's progress report and report card. Subsequent telephone calls to the parents and follow up conferences are a part of our school's Response to Intervention (RTI) team that continuously monitors the progress of students identified as at-risk. When Georgia Milestone student score reports release, these as well as an explanatory letter will be sent home to all applicable students. The score reports are anticipated to arrive in October.

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

*Response:*

Camden Middle School's administrators analyze school level student achievement data. The mastery assessments and other assessments to determine achievement and results are analyzed by the administration and the teachers. The analysis takes place in a designated school data room. This allows the school to determine its own areas for improvement. Action Plans are in place to ensure that all initiatives by Camden Middle School have achievable goals and are directly tied to student learning and the school's mission, vision

\* Required component of SWP as set forth in section 1114 of ESEA



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and belief statements.

In addition, individual faculty members are asked to further examine data produced by the students in their classrooms. The school's RTI team continues to monitor the progress of students identified as at risk.

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

*Response:*

Our state assessment data comes disaggregated. We are also using Measures of Academic Progress data (by Northwest Evaluation Association). Both are normed, reliable, and valid sources.

13. Provisions for public reporting of disaggregated data.

*Response:*

Camden Middle School utilizes the local newspaper, district and school website, posters displayed throughout school, and newsletters home to report the disaggregated data of all test scores. Parents also receive a school status letter informing parents of the school's performance according to CCRPI data.

14. 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.

*Response:*

The Title I Plan is developed each year by representatives from all stakeholder groups. Teacher input is gained during our Tuesday-Grade Level/Collaborative Planning meetings. Our parent and community stakeholders provide input during our stakeholder input meeting, have the opportunity to review the document and provide feedback on our school website, and during our Annual Title I Meeting.

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

*Response:*

Camden Middle School held two stakeholder input meeting to provide the opportunity for all stakeholders to assist in the development of the plan. Teachers had the opportunity to assist in the development during gradelevel meetings, and teachers reviewed the plan and had the opportunity to provide input during their Language Arts classes. Our Annual Title I Meeting also provides an opportunity for parents and community members to learn about and lend input concerning Title I, School Progress/CCRPI data, student performance data, parent involvement, and the budget. All staff members, including teachers, administrators, media specialist, guidance counselors, Title I Intervention Specialist, and paraprofessionals, are instrumental in

\* Required component of SWP as set forth in section 1114 of ESEA



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developing the plan. Their work involves looking at student performance data, survey data, and a variety of other data sources to determine which needs are most critical and need to be addressed through action plans and/or budget allocations.

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

*Response:*

The plan, in its entirety, is available and can be accessed in a variety of ways. A hard copy can be picked up upon request in our front office. The plan is included on and is downloadable from our website. Highlights of the plan are included in our Parent Resource Center/Title I Newsletter that is sent home with all students. The newsletter also explains to parents how to access the entire plan.

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

*Response:*

We have no parents that speak a language other than English, as their primary language. If it becomes an issue we do have staff members that can interpret Spanish, and there are employees in other schools in the system that can interpret other languages. The county also has access to TransACT for the schools to use as needed.

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

*Response:*

The plan is subject to the school improvement provisions of section 1116. Academic assessments are reviewed and shared annually. Our school is not in school improvement, thus the public choice and supplemental services, as well as other sanctions, do not apply.

\* Required component of SWP as set forth in section 1114 of ESEA



**Georgia Department of Education  
Title I Schoolwide/School Improvement Plan**

**Revisions Dates: 05/12/2015 & 08/11/2015**

Adopted 09/15/2015

**Appendix**

1. Action Plans
2. Professional Learning Plan
3. School – Parent Compact
4. Parent Involvement Plan
5. Title I budget
6. Spring FY15 Title I parent survey results and comments

\* Required component of SWP as set forth in section 1114 of ESEA



## Georgia Department of Education Title I Schoolwide/School Improvement Plan

### Addendum 1

**Revisions Dates: 05/12/2015 & 08/11/2015**

Adopted 09/15/2015

### Camden County Schools Action Plan 2015-2016

**School/Dept:** Camden Middle School

**Critical Issue:** The 2015 Georgia Milestones EOG data revealed that an average of 34.7% of "all" students in grades 6 - 8 scored at the proficient and distinguished level in science. 6th grade Astronomy (59% remediate) 7th grade Interdependence of life (67% remediate) & 8th grade Force & Motion (66% remediate) presented the lowest domain performances.

**S.M.A.R.T. Objective:** To increase the percent of students scoring at the proficient and distinguished level in science on the 2016 Georgia Milestones EOG from 34.7% to 38%.

**Strategic Focus Area:** 1. High Academic Achievement: Raise the academic challenge and performance of each student.

**CCS Goal:** Goal 1.1 Mastery of essential knowledge and skills by all students

**Performance Indicator:  
(Lagging Indicator)** 2016 Mastery Assessments

**Outcome:** \_\_\_\_\_

**Final Report Date:** 6/2/2016 **Report Format:** 1 - Oral Report to BOE **Status:** \_\_\_\_\_

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Redesign master schedule to allow for daily Science instruction	Mr. McClendon	Mr. Durham	08/05/15	Re-Assign teams	Master Schedule
Implement content readers correlated with Lexile scores	Science Teachers/co-teachers	Ms. Massey	Mastery Assessment Dates	Title I Content Readers	Lesson Plans; Mastery Assessments
Use Science Flinx correlated with Lexile scores for differentiation	Science Teachers/co-teachers	Ms. Massey	9/16/2015; Monthly LP Audits	Science Flinx	Lesson Plans
Develop prioritized vocabulary by unit (identified regular and SWD students)	Science Teachers/co-teachers	Ms. Massey	09/16/15	Quizlet	Mastery Assessment Data
Develop Brief Constructed Response (BCR) Booklet for all units	M. Carter, O'Brien, K. Roberts	Ms. Massey	9/30/15; end of units	Lesson Plans	Collaborative Planning, lesson plans

CCMS Action Plan FY16 Science

12/10/2015  
9:36 AM

\* Required component of SWP as set forth in section 1114 of ESEA



## Georgia Department of Education Title I Schoolwide/School Improvement Plan

### Camden County Schools Action Plan 2015-2016

**School/Dept:** Camden Middle School

**Critical Issue:** grade statistics and probability (54% remediate), 7th grade geometry (53% remediate), and 8th grade expressions and equations (56% remediate) presented the lowest domain performances.

**S.M.A.R.T. Objective:** To increase the percent of students scoring at the proficient and distinguished level in mathematics on the 2016 Georgia Milestones EOG from 44.7% to 48%.

**Strategic Focus Area:** 1. High Academic Achievement: Raise the academic challenge and performance of each student.

**CCS Goal:** Goal 1.1 Mastery of essential knowledge and skills by all students

**Performance Indicator:  
(Lagging Indicator)** 2016 Mastery Assessments

**Outcome:** \_\_\_\_\_

**Final Report Date:** 6/2/2016      **Report Format:** 1 - Oral Report to BOE      **Status:** \_\_\_\_\_

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Have students set individual growth goals using MAP data with 50% of students meeting targets	6-8 Math Teachers	Dr. Gay	9/16/15; 1/13/16; 3/16/16	MAP Assessment; Student Growth Worksheets	Fall, Winter, Spring MAP Assessment Data
Implement 4x1 weekly lessons (4 days on grade level material; 1 day identified maintenance skills for targeted students)	6-8 Math Teachers	Dr. Gay	9/16/15; 1/13/16; 3/16/16	Contracted Services (Instructional Extension), DCL	Winter/Spring MAP Math; Mastery Assessments
Implement FEV Tutoring for identified at-risk students	Mr. Coley	Ms. Gibbs	1/13/16; 3/1/16	Title I	Spring Math MAP Assessment, Mastery Assessment
Develop after-school plan with Jr. Beta students working with identified students and a teacher as part of a peer tutoring program	6-8 Math Teachers	Dr. Gay	1/13/16; 3/1/16	Instructional Extension	Spring Math MAP Assessment, Mastery Assessment
Link individual Student MAP data to Study Island for individualized lessons	Dr. Gay	Mr. McClendon	9/16/15; 1/13/16; 3/16/16	Linking software (Title I)	Winter/Spring MAP Math; Mastery Assessments
Link individual Student MAP data to STRIDE Academy for individualized lessons	6-8 Math Teachers; Mr. Coley	Mr. McClendon	09/09/15	STRIDE Linking Software (included)	Progress Monitoring (Remediation and SWD); Winter/Spring MAP; Mastery Assessments
ADD: MAP to Khan for individual level practice	6-8 Math Teachers, Mr. Coley	Mr. McClendon	9/16/15; 1/13/16; 3/16/16	Instructional Extension, 4+1	Winter/Spring MAP; Mastery Assessments

CMS Action Plan FY16 Math

12/10/2015  
9:36 AM

\* Required component of SWP as set forth in section 1114 of ESEA



## Georgia Department of Education Title I Schoolwide/School Improvement Plan

### Camden County Schools Action Plan 2015-2016

**School/Dept:** Camden Middle School

**Critical Issue:** The 2015 Georgia Milestones EOG data revealed that 67% of "all" 8th grade students achieved a Lexile measure of 1050 or above.

**S.M.A.R.T. Objective:** To increase the percentage of 8th grade students achieving a Lexile measure of 1050 on the 2016 Georgia Milestones EOG from 67% to 80%.

**Strategic Focus Area:** 1. High Academic Achievement: Raise the academic challenge and performance of each student.

**CCS Goal:** Goal 1.1 Mastery of essential knowledge and skills by all students

**Performance Indicator: (Lagging Indicator)** 2016 EOG

**Outcome:** \_\_\_\_\_

**Final Report Date:** 6/2/2016      **Report Format:** 1 - Oral Report to BOE      **Status:** \_\_\_\_\_

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Increase 8th Grade Mean RIT Reading MAP score from 217.2 to 220.7 from Fall/Spring	Teachers	Mr. McClendon	9/16/15; 1/13/16; 3/1/2016	MAP Assessment	Fall, Winter, Spring MAP Assessment Data
Have students set individual growth goals using MAP data with 50% of students meeting targets	6-8 ELA Teachers	Dr. Roberts	9/16/15; 1/13/16; 3/16/16	MAP Assessment; Student Growth Worksheets	Fall, Winter, Spring MAP Assessment Data
Increase number of MyOn books read by 10% from FY15 to FY16 to increase reading informational text material.	6-8 ELA Teachers	Mr. Peters, Mr. McClendon	Monthly MyOn reports	MyOn	MyOn Reading Report
Implement 4x1 Weekly lessons (4 days on grade level content; 1 day identified maintenance skills for targeted students; 1 day of contracted services for students close to the target Lexile.)	6-8 ELA Teachers	Dr. Roberts	9/16/15; 1/13/16; 3/16/16	Contracted Services (Instructional Ext.)	Winter/Spring MAP Reading; Mastery Assessments
Link individual Student MAP data to Study Island for individualized lessons	ELA Teachers, Intervention Teachers	Mr. McClendon	11/01/15	Linking software (Title I)	Winter/Spring MAP Reading; Mastery Assessments
Determine base RIT score from Fall 15 MAP by grade level for approximate equivalent to 850L (6th), 950L (7th), and 1050L (8th).	RTI Committee	Mr. McClendon	12/01/15	GA Milestones EOG, Fall 15 MAP	Equivalent RIT scores: 6th: 207, 7th: 211, 8th: 216 for Spring 16 MAP

CMB Action Plan FY16 Lexile

12/10/2015  
9:36 AM

\* Required component of SWP as set forth in section 1114 of ESEA



## Georgia Department of Education Title I Schoolwide/School Improvement Plan

### Camden County Schools Action Plan 2015-2016

**School/Dept:** Camden Middle School

**Critical Issue:** The 2015 Georgia Milestones EOG data revealed that an average of 33.33% of "all" students in grades 6-8 scored at the proficient and distinguished level in English Language Arts.

**S.M.A.R.T. Objective:** To increase the percent of students scoring at the proficient and distinguished level on the ELA portion of the 2016 Georgia Milestones EOG from 33.33% to 36%.

**Strategic Focus Area:** 1. High Academic Achievement: Raise the academic challenge and performance of each student.

**CCS Goal:** Goal 1.1: Mastery of essential knowledge and skills by all students

**Performance Indicator: (Lagging Indicator)** 2016 EOG

**Outcome:** \_\_\_\_\_

**Final Report Date:** 6/2/2015      **Report Format:** 1 - Oral Report to BOE      **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Align instructional practices with the LDC framework.	Dr. Roberts	Mr. McClendon	05/01/16	SREB (Gates Grant)	Spring 2016 MAP in ELA->
Collaborate with SMMS with implementation of locally developed literacy formative assessments.	Dr. Roberts	Mr. McClendon	05/01/16	Leigh Powell, SMMS	7 literacy formative assessments
Increase the use of SLDS for resources to 25 page views per teacher per month.	Dr. Roberts	Mr. McClendon	05/01/16	SLDS	SLDS Reports
50% of students will meet RIT ELA growth goals.	ELA Teachers	Contact Administrator	Spring MAP	MAP Assessment	Spring MAP Reading
Develop Brief Constructed Response (BCR) Booklet for all units	8th Grade Teachers	Contact Administrator		BCR Booklets (K.Roberts)	Completed Booklets/Rubrics
4x1 Weekly lessons (4 days on GL; 1 day identified maintenance skills)	ELA Teachers	Contact Administrator	Spring 2016	Contracted Services (Instructional Ext.)	Spring MAP Reading; Mastery Assessments

CMS Action Plan FY16 Writing

12/11/2015  
12:38 PM

\* Required component of SWP as set forth in section 1114 of ESEA



## Georgia Department of Education Title I Schoolwide/School Improvement Plan

### Camden County Schools Action Plan 2015-2016

**School/Dept:** Camden Middle School

**Critical Issue:** The 2015 Georgia Milestones EOG data revealed that an average of 36.5% of "all" students in grades 6 - 8 scored at the proficient and distinguished level in social studies. The lowest domain for 6th grade social studies was geography (70%), 7th was geography (54%), and 8th was history (55%).

**S.M.A.R.T. Objective:** To increase the percent of students scoring at the proficient and distinguished level in social studies on the 2016 Georgia Milestones EOG from 36.5% to 40%.

**Strategic Focus Area:** 1. High Academic Achievement: Raise the academic challenge and performance of each student.

**CCS Goal:** Goal 1.1 Mastery of essential knowledge and skills by all students

**Performance Indicator: (Lagging Indicator)** 2016 EOG

**Outcome:** \_\_\_\_\_

**Final Report Date:** 6/2/2015      **Report Format:** 1 - Oral Report to BOE      **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Redesign master schedule to allow for daily Social Studies instruction	Principal	Secondary Curriculum Director		Re-Assign teams	Master Schedule
Implement content readers/Informational texts correlated with Lexile scores	Teachers	Content Administrator		Title I Content Readers	Lesson Plans
Use True Flex/FreedomFlex correlated with Lexile scores for differentiation	Teachers	Content Administrator		True Flex/Freedom Flex	Lesson Plans
Utilize technology including Study Island and MyOn	Teachers	Content Administrator		Study Island/ MyOn	Lesson Plans

CMS Action Plan FY16 SS

12/11/2015  
12:38 PM

\* Required component of SWP as set forth in section 1114 of ESEA

Revised 09/23/2013 to reflect Action Plan revisions  
Dr. John D. Barge, State School Superintendent  
May 2013 • Page 28 of 47



## Georgia Department of Education Title I Schoolwide/School Improvement Plan

### Addendum 2

**Revisions Dates: 05/12/2015 & 08/11/2015**

Adopted 09/15/2015

### Camden Middle School 2015 - 2016 Professional Learning Plan

**Professional Learning Objectives:**

Listed according to priority

1. Increase the average percent correct in **science** grades 6 - 8 from 58.5% on the 2015 Mastery Assessments to 62% on the 2016 Mastery Assessments.
2. Increase the average percent correct in **mathematics** grades 6 - 8 from 55.3% on the 2015 Mastery Assessments to 60% on the 2016 Mastery Assessments.
3. Increase the percentage of 8th grade students achieving a **Lexile measure** of 1050 or above from 77% to 80% on the final 2016 STAR assessment.

Based on the May 2015 PL Survey, teachers' most requested PL includes:

- \*Technology to enhance classroom instruction
- \*Assistance creating an academically challenging environment (MAP, formative assessments, differentiation)
- \*Assistance with writing strategies
- \*Assistance with Close Read strategies

**Plan:**

Month	Act.	Topic	Person Responsible for Organizing Activity	Professional Learning Objective # Addressed	Funding Source (Professional Learning, Title I, II, other source)	Estimated Cost of the Activity
July	1	SREB Conference (DuBois, Clinch)	AMG/TMcClendon	2,3	PL	\$520
August	1	MAP Training (8/17)	AMG/TG/ TMcClendon	2, 3	Title 1	<i>FY15 funds</i>
	2	TKES Implementation	TMcClendon	1,2,3		0
	3	Fitness Gram Training (8/18) <i>VEHICLE APPROVED, BUT DECLINED</i>	AMG	District requirement	PL	\$95
September	1	Fall GACIS (9/24-25 Athens)	AMG, TMcClendon	1,2,3	PL	\$700
	2	TKES Implementation	TMcClendon	1,2,3		0
	3	MAP Implementation	TMcClendon	2,3		0
	4	Suicide Prevention (9/16)	AMG, A Walker	District requirement		0
	5	Learning Focused Training 3 teachers (Emerson, Walker, Coffey)	AMG	District requirement	Title 2? Dr. Miller	630
	6	Safari Montage training	AMG/TG	1,2,3		0
	7	NWEA (MAP) Ga Partner meeting	AMG/TG/ CR	1,2,3		0
	8	Evaluator Training	CR/ BC		PL	250
	9	Family-School Partnership Module 1 The Basics of Parent Engagement	TG			0

\* Required component of SWP as set forth in section 1114 of ESEA



## Georgia Department of Education Title I Schoolwide/School Improvement Plan

October	1	Rock Eagle – 2 days VEHICLE RESERVED (2 teachers, Madison, GA, Oct 15-16)	AMG	2	PL	\$500
	2	GCSS conference – 2 days VEHICLE RESERVED (2 teachers, Athens, Oct 22-23) New standards roll out	AMG	3	PL	\$864
	3	TKES Implementation	TMcClendon	1,2,3		0
	4	MAP Implementation	TMcClendon	2,3		0
	5	Learning Focused Training – Day 3 3 teachers (Emerson, Walker, Coffey)	AMG	District requirement	Title 2? Dr. Miller	630
	6	Family-School Partnership Module 2 Communicating with Parents	TG			0
November	1	GAETC – (11/4-6, Atlanta) VEHICLE RESERVED TG plus one	AMG/TG	1,2,3	PL	\$1071
	2	TKES Implementation	TMcClendon	1,2,3		0
	3	MAP Implementation	TMcClendon	2,3		0
	4	Family-School Partnership Module 3 Diversity and Inclusion- Cultural Competency	TG			0
December	1	TKES Implementation	TMcClendon	1,2,3		0
	2	MAP Implementation	TMcClendon	2,3		0
	3	Family-School Partnership Module 4 Homework: Including Parents in the Process	TG			0
January	1	Contracted Service person to train on Close Read strategies	AMG/TG	3	Title 1	\$3000
	2	TKES Implementation	TMcClendon	1,2,3		0
	3	MAP Implementation	TMcClendon	2,3		0
	4	Family-School Partnership Module 5 Get in the Game: Parent Playbook	TG			0
February	1	GCTE conference – 2 days? (2 teachers, no info online currently)	AMG	3	Title 1	\$864
	2	GSTA conference -3 days VEHICLE RESERVED (2 teachers, Feb 4-6, Stone Mt.) New standards roll out	AMG/TG	1	Title 1	\$1184
	3	Winter GAEL (January 31-Feb 2)	TMcClendon	1,2,3	PL	\$600
	4	GCSM Winter Conference VEHICLE RESERVED (Jekyll Island 2/3-5)	AMG	2	PL	\$125
	5	TKES Implementation	TMcClendon	1,2,3		0
	6	MAP Implementation	TMcClendon	2,3		0
	7	Family-School Partnership Module 6 Enhancing School-Home Relationships	TG			0

\* Required component of SWP as set forth in section 1114 of ESEA



## Georgia Department of Education Title I Schoolwide/School Improvement Plan

March	1	TKES Implementation	TMcClendon	1,2,3		0
	2	Family-School Partnership Module 7 Turning Volunteering into Schoolwide Victories	TG			0
April	1	TKES Implementation	TMcClendon	1,2,3		0
	2					
May	1	Thomas VanSelen: Using MAP data refresher	TMcClendon/AMG	1,2,3	Title 1	2300
	2					

Note: If the Professional Learning Plan changes during the school year due to student/teacher needs that arise, the plan must be resubmitted for approval.

6141.36		
5621.36	520	
5526.36	95	
4826.36	700	
4576.36	250	
4076.36	500	
3212.36	864	
2141.36	1071	
1541.36	600	
1416.36	125	
	4725	

09.03.15

\* Required component of SWP as set forth in section 1114 of ESEA



**Georgia Department of Education  
Title I Schoolwide/School Improvement Plan**

Addendum 3

**School-Parent Compact  
Camden Middle School  
School Year 2015 – 2016  
First Revision 05/21/2015  
Second Revision 08/11/2015**

Adopted 09/15/2015

Dear Parent/Guardian,

Camden Middle School, students, and their families, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement as well as describes how school and parents will build and develop a partnership that will help children achieve the State's high standards.

To understand how working together can benefit your child, it is first important to understand our district's and school's goals for student academic achievement.

**Camden County Schools Goals:**

- Camden County Schools will meet the 2016 CCRPI ELA performance target of **94.6%** on the **EOG**.
- Camden County Schools will meet the 2016 CCRPI mathematics performance target of **90.7%** on the **EOG**

**Camden Middle School Goals:**

*Increase the literary and informational reading level of all students  
Increase the mathematics achievement of all students*

To help your child meet the district and school goals, the school, you, and your child will work together to:

***School Responsibilities:***

Camden Middle School will:

- 1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards by:**
  - Incorporate reading and writing strategies in all content areas.
  - Administer a reading universal screener three times per year to gauge reading growth.
  - Increase the use of open ended questions in mathematics classes.

\* Required component of SWP as set forth in section 1114 of ESEA



## Georgia Department of Education Title I Schoolwide/School Improvement Plan

### **2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

- Conferences are scheduled by contacting the guidance office. Conference times are available daily during planning periods (except Tuesday) and at 3:30 on Mondays and Wednesdays.
- Teachers are expected to attend parent conferences on time and prepared to discuss class performance.
- Schools will avoid scheduling meetings, etc. that conflict with scheduled parent conferences.

### **3. Provide parents with frequent reports on their children's progress.**

- Progress reports will be sent midway through each grading period and report cards at the end of each grading period.
- PowerSchool will be updated weekly for parental monitoring.
- Parents will be encouraged and assisted as needed in setting up PowerSchool automated e-mails.
- Teachers will communicate with parents through phone calls, e-mails, notes home, etc. regarding student progress.

### **4. Provide parents reasonable access to staff.**

- Teachers will be available to parents through conferences, phone calls, e-mail, notes, etc.
- Principals and assistant principals will have an open door policy. They will be accessible through conferences, phone calls, e-mails, notes, etc.
- Guidance counselors will be accessible to parents to support students and families through conferences, phone calls, e-mails, etc.

### **5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:**

- Parents will be allowed to observe classes: please contact guidance if interested.
- Parents are encouraged to volunteer at the school and in classrooms. Teachers will communicate needs and procedures to parents on an ongoing basis.

#### ***Parent Responsibilities:***

We, as parents, will:

- Ask my child to read aloud to me weekly.
- Ask my child to tell me about the book(s) being read as a class as well as independent reading.

\* Required component of SWP as set forth in section 1114 of ESEA



## Georgia Department of Education Title I Schoolwide/School Improvement Plan

- When encountering new vocabulary in daily activities, help my child learn them and discuss their meanings.
- Review vocabulary words nightly with my child and practice incorporating them in conversations.
- Ask my child to show and discuss the day's math lesson.
- Stress the importance of education by ensuring my child is in attendance and on time every day.

### ***Student Responsibilities:***

*I, as a student, will:*

- Read nightly.
- Ask for help when I don't understand.
- When encountering unfamiliar words learn their meaning and attempt to add them to my working vocabulary.
- Review vocabulary words nightly and attempt to add them to my working vocabulary.
- Focus on being able to explain my reasoning and process used in solving mathematics problems.
- Be on time and in attendance daily.
- Focus on my learning when in class.

\* Required component of SWP as set forth in section 1114 of ESEA



**Georgia Department of Education  
Title I Schoolwide/School Improvement Plan**

**School-Parent Compact  
Camden Middle School  
School Year 2015 – 2016  
First Revision 05/21/2015  
Second Revision 08/11/2015**

Adopted 09/15/2015

Dear Parent/Guardian,

Camden Middle School students, and their families, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement as well as describes how school and parents will build and develop a partnership that will help children achieve the State's high standards. Please review the attached School-Parent Compact.

Please sign and date below to acknowledge that you have read, received, and agree to this School-Parent Compact. Once signed, please return the form to your child's teacher and keep the School-Parent Compact as a reminder of your commitment. The School-Parent Compact will be discussed with you throughout the year at different school-family events as we work together to help your child succeed in school. We look forward to our school-parent partnership!

School Representative Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ I prefer not to sign this agreement at this time.

\* Required component of SWP as set forth in section 1114 of ESEA



## Georgia Department of Education Title I Schoolwide/School Improvement Plan

### Addendum 4

Revisions Dates: 05/12/2015 & 08/11/2015

Adopted 09/15/2015

#### **Camden Middle School Parent Involvement Plan for Shared Student Success 2015 – 2016 School Year**



**Camden Middle School  
Tom McClendon, Principal  
1300 Middle School Rd  
(912) 729 - 3113**

<http://cms.camden.k12.ga.us/>  
**Plan Revised August 11, 2015  
Plan Adopted September 15, 2015**

#### **What is Title I?**

Camden Middle is identified as a Title I school as part of the Elementary and Secondary Education Act of 1965 (ESEA). Title I is designed to support State and local school reform efforts tied to challenging State academic standards in order to reinforce and enhance efforts to improve teaching and learning for students. Title I programs must be based on effective means of improving student achievement and include strategies to support parental involvement. All Title I schools must jointly develop with all parents a written parental involvement policy.

#### **School Plan for Shared Student Achievement**

**What is it?** This is a plan that describes how Camden Middle will provide opportunities to improve parent engagement to support student learning. Camden Middle values the contributions and involvement of parents in order to establish an equal partnership for the common goal of improving student achievement. This plan describes the different ways that Camden Middle will support parent engagement and how parents can help plan and participate in activities and events to promote student learning at school and at home.

**How is it developed?** Camden Middle School welcomes parent input and comments at any time regarding the plan. All parent feedback will be used to revise the plan for next year. The plan is posted on our school website for parents to view and provide feedback throughout the year. We also distribute an annual survey online and by student to ask parents for their suggestions on the plan and the use of funds for parent involvement.

**What feedback indicated?** In May 2015 Camden Middle School (CMS) asked parents to complete a Title I survey, 20% of parents elected to provide feedback. Overall the results indicate satisfaction with the way CMS operates. Of the respondents, 97% responded favorably that parents feel welcome in the school, 95% responded favorably regarding the school keeping parents well informed about what children are doing at school, and 96% responded favorably when asked if CMS encourages parents to be involved in the education of their children. A weakness was indicated in the area of parent input in decision making with only 61% saying yes and another 32% saying to some degree. When asked about desired workshops/information 98 of the respondents indicated a desire for more information on testing and test preparation, 84 improving their child's mathematics skills, and 96 on helping with homework and 88 understanding state academic standards. Based on this information, workshops will be held and informational materials will be developed and shared.

**Who is it for?** All students and their families are encouraged and invited to fully participate in the opportunities described in this plan. Camden Middle will provide full opportunity for the participation of parents with limited English, parents with disabilities, parents of migratory children, as well guardians of children served through the Methodist Children's Home.

**Where is it available?** Once adopted, the plan is posted on-line on the school website, in the school resource room, in the front office, and copies sent home with students.

\* Required component of SWP as set forth in section 1114 of ESEA



## Georgia Department of Education Title I Schoolwide/School Improvement Plan

### Parent Resource Center

Located in the media center, each school has a parent resource center stocked with a variety of materials for parents. Contact Tammie Gibbs, Title I Specialist, or Shan Peters, media specialist, for more information. *Open school days from 7:30 – 4:00.*

### 2015-16 District Goals

*Meet or exceed the following College and Career Ready Performance Index (CCRPI) state goals:*

- Camden County Schools will meet the 2016 CCRPI ELA performance target of **94.6%** on the EOG.
- Camden County Schools will meet the 2016 CCRPI mathematics performance target of **90.7%** on the EOG

### 2015-16 School Goals

- *Increase the literary and informational reading level of all student*
- *Increase the Language Arts achievement of all students*
- *Increase mathematics achievement of all students*
- *Increase the science achievement of all students*
- *Increase the social studies achievement of all students*

### Parent Involvement Standards

Camden County Schools have adopted the National PTA Standards for Family-School Partnerships as the county's model in engaging parents, students, and the community. These standards are –

1. Welcoming All Families
2. Communicating Effectively
3. Supporting Student Success
4. Speaking Up for Every Child
5. Sharing Power
6. Collaborating with Community

### Title I Meetings

Camden Middle invites all parents to participate in scheduled meetings, to share ideas and ways to involve other parents, and to build partnerships with school, families, and the community. Meetings are held throughout the school year, but parents can also submit their ideas or suggestions during all activities and meetings as well as through our parent surveys and website. If you would like to learn more about the Title I meetings, please contact the Title I Intervention Specialist, Tammie Gibbs (912) 729-3113.

### Stay Informed

Please visit the CMS website: <http://cms.camden.k12.ga.us/> for information on upcoming events, school activities, parent information, Title I and school documents and to find links to teacher e-mail and websites.

### School-Parent Compacts

As part of this plan, Camden Middle and our families will develop a school-parent compact, which is an agreement that parents, teachers, and students will develop together that explains how parents and teachers will work together to make sure all our students reach grade-level standards. The compacts will be reviewed and updated annually based on feedback from parents, students, and teachers. Parents will retain a copy of the compact for their use. Additionally the compact can be viewed on-line, and will be provided to parents upon request. Teachers will review the compacts with parents during conferences.

\* Required component of SWP as set forth in section 1114 of ESEA



## Georgia Department of Education Title I Schoolwide/School Improvement Plan

### Parental Involvement

Camden Middle believes that parent involvement means the participation of parents in regular two-way, and meaningful communication involving student academic learning and other school activities, including ensuring –

- That parents play an integral role in assisting their child's learning;
- That parents have the right to know the qualifications of teachers and paraprofessionals
- That parents know there is a grievance procedure & how to access it
- That parents are encouraged to be actively involved in their child's education at school;
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child including Title I Stakeholder Input Meeting, Annual Title I Meeting, Monthly School Council meetings;
- The carrying out of other activities as described in this plan.

Camden Middle is committed to helping our parents attend the parental activities listed in this plan. Please call or E-Mail us if you need assistance with childcare or transportation in order to participate in our programs.

*Tammie R. Gibbs*

(912) 729-3113

[tgibbs@camden.k12.ga.us](mailto:tgibbs@camden.k12.ga.us)

### Camden Middle is Reaching Out!

Camden Middle will take the following measures to promote and support parents as an important foundation of the school in order to strengthen the school and reach our school goals. We will –

- ✓ Ensure that all information related to school and parent programs, meetings, and other activities is published in both English and requested languages (per home language survey), and posted on the school website and included in school newsletter for all parents.
- ✓ Conduct on-going staff development on parent involvement practices and effective strategies for staff to communicate and build partnerships with parents.
- ✓ Share information to assist parents in understanding the school's academic standards and assessments as well as the ways parents can monitor their child's progress and work with educators.
- ✓ Assist parents in setting up parent PowerSchool e-mail alert messages.
- ✓ Communicate with all families and the community on a regular basis regarding schoolwide events and activities, via phone messages, Facebook, and flyers.
- ✓ Work with our parents to develop relevant trainings and helpful presentations to educate our staff on the importance of parental involvement.
- ✓ Provide necessary materials for parents at conferences, meetings, and activities to help parents work with their child to improve their child's achievement.
- ✓ Collaborate with community leaders and business groups to increase participation and awareness of the school parental involvement plan and activities.
- ✓ Offer parent workshops on relevant and topics.
- ✓ Listen and respond to parents' requests for additional support for parental involvement activities.
- ✓ Assist parents and students in transitions between elementary and middle and middle and high school.
- ✓ Promote a school-home dialogue by responding to parent calls and e-mails within 24 hours, keeping websites current (as applicable) and providing applicable resources to support home learning in a timely manner.

\* Required component of SWP as set forth in section 1114 of ESEA



## Georgia Department of Education Title I Schoolwide/School Improvement Plan

### Let's Get Together!

Camden Middle will host the following events to build the capacity for strong parental involvement to support a partnership among the school, parents, and the community to improve student academic achievement.

Stakeholder Input Meeting – 08/11/2015 10:00 am & 5:00 pm

We invite you to assist in revising elements of our Title I program including our parent involvement plan, the school-wide plan, parent involvement budget, parent activities, and the school-parent compacts.

7<sup>th</sup> & 8<sup>th</sup> Grade Parent Night – 08/18/2015 5:30 – 6:30

- Join us to learn about the 8<sup>th</sup> grade academic goals, behavior expectations and rewards, and 8<sup>th</sup> grade promotion criteria.

6<sup>th</sup> Grade Walk in My Shoes – 08/25/2015 5:00 – 6:30

- Spend an evening following your 6<sup>th</sup> grade child's schedule and ask the questions you didn't know you had during Open House.

Annual Title I Meeting – 09/15/2015 10:00 am & 5:00 pm

- We invite you to join us as we share the final versions of our Title I program including our parent involvement plan, the school-wide plan, parent involvement budget, parent activities, and the school-parent compacts.

Singapore Strip/Tape Diagram Workshop – 09/30/2015 9:30 – 10:30 & 4:00 – 5:00

- Join our teacher Mitch Coley to learn how to use the diagrams to model math problems. Be better prepared to help your child at home!

Technology Showcase - 10/15/2015 4:30 – 5:30

- Join us for an evening of students demonstrating how they integrate technology in their learning.
- Participate in demonstrations of teachers using technology to make learning engaging and relevant, preparing students for 21<sup>st</sup> century learning and careers!

Curriculum Night – 11/17/2015 5:00 – 6:00

- Standards: what are they, where can they be found, how have they changed?
- Standardized testing: What will replace the CRCT?
- MAP student growth reports

National Parent Involvement Day - 11/19/2015

We invite parents to come to school and eat lunch with their child.

Preparing for the GA Milestones Assessment - 02/23/2016 12:00 – 1:00 & 4:30 – 5:30

Learn about the new assessment

- How do I help my child prepare?

Rising Middle School Parent Night - 05/05/2016 5:00 – 6:00

- Parents of current 5<sup>th</sup> – 7<sup>th</sup> grade students join us to learn about what to expect next year
- Tour the building
- Get answers to your questions & concerns

Academic Breakfasts – Once each quarter, starting with 2<sup>nd</sup> quarter

- Quarterly students are recognized for excellence in academics, exploratory classes, and character.
- Students being recognized receive invitations for themselves and family members to attend a full breakfast and ceremony to recognize their accomplishments.
- Book Fairs October 12 – 20, 2015 and in May 2 – 6, 2016
  - Parent night 10/15/2015 & 05/05/2016
- Band concerts – held in December and May

\* Required component of SWP as set forth in section 1114 of ESEA



## Georgia Department of Education Title I Schoolwide/School Improvement Plan

Addendum 5- Revision Date: 08/11/2015  
Adopted 09/15/2015

Camden Middle School FY16 Title I Budget									
	FY16 Title I					\$252,120			
					Additional District Parent Involvement	\$1,404			
Principal's Approval Signature					Carryover				
Date: 08/27/2015					Final Allotment		\$253,524		
					Remaining to Allocate			\$0	
Critical Issues Per FY15 Needs Assessment									
1. The 2015 Mastery Assessment data revealed that the average percent correct for science in grades 6 - 8 was 58.5%. The lowest domain for 6th grade science									
2. The 2015 Mastery Assessment data revealed that the average percent correct for mathematics in grades 6 - 8 was 55.3%. The lowest domain for 6th grade									
3. The 2015 STAR data revealed that 77% of CMS 8th grade students achieved a Lexile measure of 1050 or above.									
4. The 2015 Mastery Assessment data revealed that the average percent correct for ELA in grades 6 - 8 was 62.1%.									
5. The 2015 Mastery Assessment data revealed that the average percent correct for Social Studies in grades 6 - 8 was 68.3%.									
PI needs per parent survey				Testing preparation and academic standards					
PL-needs assess/walk thru/other				1. Differentiation, 2. technology to enhance instruction, 3. creating an academically challenging environment, and 4. assistance with close reading and writing strategies					
Grade Level	Subject	# of Segments	CSR, Intervention Teacher, or TI IS?	Name	New Camden Employee?	Health Insurance? Full Year or Partial Year?	Expected Degree Upgrade this School Year?		
N/A	N/A	All	TI IS	Tammie Gibbs	No	Yes	No		
6	Sci/Math	2/2	Teacher	Christina Emerson	Yes	Yes	No		
8	ELA	2	Teacher	Ivy Dawson	No	Yes	No		
8	Math	2	Teacher	Kevin Roberts	No	Yes	No		
		ALLOTMENT	SPECIFIC EXPLANATION OF EXPENDITURES	Critical Issue	PAGE # IN SIP	FY15 CARRYOVER	SPECIFIC EXPLANATION OF EXPENDITURES	Critical Issue	PAGE # IN SIP
Instruction		1000							
# of Certified Employees		2							
# of Classified Employee									
# of Certified Employees w/SH		2							
# of Classified Employees w/SH									
Instructional Salary	Object 110	105,000	Emerson 6 Math (2)/6 Sci (2) Dawson 8 ELA (2) Roberts 8 Math (2)	1-4	18				
Certified Substitute	Object 113	400	for C. Emerson ONLY	1-2	18				
Classified Substitute	Object 114								
Stipends	Object 116								
Aide/Parapro Salary	Object 140								
Family Svc Coord.	Object 177								
Other Admin Personnel	Object 191								
Other salary	Object 199								
Health Ins C	Object 210	23,625	2 Teachers total 1 Teacher at \$945x12 1 Teacher at \$945*13	1-4	18	0			

\* Required component of SWP as set forth in section 1114 of ESEA



## Georgia Department of Education Title I Schoolwide/School Improvement Plan

Health Ins NC	Object 210	0				0		
FICA	Object 220	25				0		
Medicaid/Medicare C	Object 221	1,523				0		
Medicaid/Medicare NC	Object 221	6				0		
Teacher Retirement C	Object 230	14,984				0		
Teacher Retirement NC	Object 230	0				0		
Workers Comp C	Object 260	557				0		
Workers Comp NC	Object 260	21				0		
Matching Dental Ins C	Object 290	96				0		
Matching Dental Ins NC	Object 290	0				0		
Purchased Prof Svcs.	Obj. 300.10							
Contracted Teachers	Object 321							
Repairs & Maint	Object 430							
Repair & Maint - Tech	Object 432							
Communication	Object 530							
Travel	Object 580							
Other Purchased Svcs.	Object 595							
Supplies	Object 610	100	Includes \$25 per homeless student supplies (pencils, paper, 3 ring notebooks)		19			
Technology Supplies	Object 611							
Computer Software	Object 612	2,026	\$176 Spelling City \$1,500 Brain Pop \$350 Edmentum Study Island NWEA Integrated Solution-The integrated solution ties the map data to Study Island	1-5	18			
Expendable Equip	Object 615							
Expendable Comp Equip	Object 616							
Textbooks	Object 641							
Books & Periodicals	Object 642							
Equipment	Object 730							
Computers	Object 734							
Dues & Fees	Object 810							
Other Expend	Object 890							
<b>Sub Total</b>		<b>148,361</b>				<b>0</b>		
<b>Impr. Inst. Svcs</b>	<b>2210</b>							
# of Certified Employees		0.75						
# of Classified Employee								
# of Certified Employees w/SH		0.75						
# of Classified Employees w/SH								
Certified Sub.	Object 113	800	Subs for FETC Jan. 13-15 & GSTA conference Feb4-6 Total of 10 days @ \$80per day in Sub.'s	1-5 PL 1-3	18-19			
Classified Sub	Object 114							
Stipends	Object 116							

\* Required component of SWP as set forth in section 1114 of ESEA



## Georgia Department of Education Title I Schoolwide/School Improvement Plan

Family Svc Coord.	Object 177						
Salaries (Interventionists)	Object 191	56,250					
Other salary	Object 199						
Health Ins	Object 210	8,505				0	
FICA	Object 220	50				0	
Medicaid/Medicare	Object 221	827				0	
TRS	Object 230	8,027				0	
Workers Comp	Object 260	339				0	
Matching Dental Ins	Object 290	36				0	
Purchased Prof Svcs.	Obj 300.10	2,300	52,300 Thomas VanSoelen Map & Differentiation of Instruction (part 2)	PL 1	18-19		
Contracted Teachers	Object 321						
Repairs & Maint	Object 430						
Repair & Maint - Tech	Object 432						
Rental of Equipment	Object 442						
Communication	Object 530						
Travel	Object 580	422	Hotel and meals for 2 people each for the 2 conferences FTEC and GSTA.	1-5 PL 1-3	18-19		
Other Purchased Svcs.	Object 595						
Supplies	Object 610						
Technology Supplies	Object 611						
Computer Software	Object 612						
Expendable Equip	Object 615						
Expendable Comp Equip	Object 616						
Books & Periodicals	Object 642						
Equipment	Object 730						
Computers	Object 734						
Dues & Fees	Object 810	980	2 people for FTEC Jan.13-15 2 people for the GSTA conference Feb 4-6	1-5 PL 1-3	18-19		
Other Expend	Object 890						
<b>Sub Total</b>		<b>78,536</b>				<b>0</b>	
<b>Transportation</b>	<b>2700</b>						
Bus Drivers Salaries	Object 189						
Matching Contri. - FICA	Object 220	0				0	
Matching Contri. - MCR	Object 221	0				0	
Matching Contri. - W/C	Object 260	0				0	
Repairs & Maint	Object 430						
Other Purchased Service	Object 595						
Energy	Object 620						
<b>Sub Total</b>		<b>0</b>				<b>0</b>	
<b>Other Svcs</b>	<b>2900</b>		<b>Must obligate/spend \$1404</b>	<b>Page # in PIP</b>			<b>Page # in PIP</b>
# of Certified Employees		0.25					
# of Classified Employee							
# of Certified Employees w/SH		0.25					
# of Classified Employees w/SH							
Family Svc Coord.	Object 177	18,750					
Health Insurance	Object 210	2,835				0	

\* Required component of SWP as set forth in section 1114 of ESEA



## Georgia Department of Education Title I Schoolwide/School Improvement Plan

FICA	Object 220							
Medicaid/Medicare	Object 221	272				0		
Teacher Retirement	Object 230	2,676				0		
Workers Comp	Object 260	99				0		
Matching Dental Ins	Object 290	12				0		
Purchased Prof. Serv.	Object 300.10							
Contracted Teachers	Object 321							
Communication	Object 530							
Travel	Object 580	325	GA Family Engagement Conference Feb 4th-6th 1 person \$224 Hotel per night (\$112) \$84 28/day meals (\$28)	3	37			
Other Purchased Svcs.	Object 595							
Supplies	Object 610	525	\$300 printing color documents of our student MAP goal reports for parents \$225 copy paper for the printing parent involvement documents	3	37			
Technology Supplies	Object 611	580	\$580 HP 80x toner to print student reports and other parent documents	3	37			
Computer Software	Object 612	279	\$279.00 School Success Web Content daily tips for meeting the academic needs of students including topics on content specific study tips, and distributed study rather than night before study sessions.	3	37			
Expendable Equip	Object 615							
Expendable Comp Equip	Object 616							
Books & Periodicals	Object 642							
Computers	Object 734							
Dues and Fees	Object 810	275	\$275 Registration GA Family Engagement Conference Feb 4th-6th 1 person	3	37			
<b>Sub Total</b>		<b>26,628</b>				<b>0</b>		
<b>BUDGET GRAND TOTAL</b>		<b>253,524</b>				<b>0</b>		<b>253,524</b>
<b>FY16 Budget</b>		<b>253,524</b>						<b>253,524</b>
<b>Remaining to Allocate</b>		<b>0</b>				<b>0</b>		<b>0</b>

\* Required component of SWP as set forth in section 1114 of ESEA



## Georgia Department of Education Title I Schoolwide/School Improvement Plan

### Addendum 6

Revision Date: 08/11/2015

FY15	<b>Camden County Schools Title I Parent Survey Summarized Results</b>	Camden Middle School																																								
<p>Please help us make important decisions for planning next year by completing this survey and returning it no later than May 8th. The online version of this survey is available at <a href="https://www.surveymonkey.com/s/TitleSurveyFY15">https://www.surveymonkey.com/s/TitleSurveyFY15</a> through May 8th. Please complete only ONE version (paper OR electronic) of the survey.</p>																																										
<p>Thank you in advance for participating and being a partner in education.</p>		199 out of 994																																								
<p>My child is in grade: <input type="text" value="82"/> <b>6</b>      <input type="text" value=""/> <b>7</b>      <input type="text" value=""/> <b>8</b>      # % of CMS students</p>																																										
<p><b>1</b> The following is an effective way to get important information to me:</p>																																										
<p>E-Mail    <input type="text" value="181"/> <b>Y</b> <input type="text" value="20"/> <b>N</b>    Automated phone call: <input type="text" value="##"/> <b>Y</b> <input type="text" value=""/> <b>N</b>    Websites: <input type="text" value="90"/> <b>Y</b> <input type="text" value="111"/> <b>N</b></p>																																										
<p>Social Media <input type="text" value=""/> <b>Y</b> <input type="text" value="132"/> <b>N</b>      Newsletter/flyers sent home w/students: <input type="text" value="118"/> <b>Y</b> <input type="text" value="83"/> <b>N</b></p>																																										
<p><b>2</b> Please indicate your interest in receiving information or attending a workshop on one or more of the topics below. Circle <b>ALL</b> that apply. (I = information; W = workshop)</p>																																										
<p><b>helping w/homework</b></p>		<p><b>Understanding the state academic standards</b></p>																																								
<p><input type="text" value=""/> <b>I</b> <input type="text" value="48"/> % <input type="text" value=""/> <b>W</b> <input type="text" value="6"/> %</p>		<p><input type="text" value=""/> <b>I</b> <input type="text" value="43"/> % <input type="text" value="17"/> <b>W</b> <input type="text" value="8.5"/> %</p>																																								
<p><b>proving my child's reading ski</b></p>		<p><b>Testing and prepar</b></p>																																								
<p><input type="text" value=""/> <b>I</b> <input type="text" value="37"/> % <input type="text" value="11"/> <b>W</b> <input type="text" value="6"/> %</p>		<p><input type="text" value=""/> <b>I</b> <input type="text" value="49"/> % <input type="text" value="17"/> <b>W</b> <input type="text" value="8.5"/> %</p>																																								
<p><b>proving my child's math sk</b></p>		<p><b>Effective parenting skills for academic success</b></p>																																								
<p><input type="text" value=""/> <b>I</b> <input type="text" value="42"/> % <input type="text" value=""/> <b>W</b> <input type="text" value="11"/> %</p>		<p><input type="text" value=""/> <b>I</b> <input type="text" value="42"/> % <input type="text" value="14"/> <b>W</b> <input type="text" value="7"/> %</p>																																								
<p>Information on websites to help augment things learned in class</p>																																										
<p><b>3</b> Please mark the time that works best for attending a workshop</p>		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"><b>AM</b> 21</td> <td style="text-align: center;"><b>Lunch/No</b> 10</td> <td style="text-align: center;"><b>PM</b> 54</td> </tr> <tr> <td style="text-align: center;">24.70%</td> <td style="text-align: center;">11.80%</td> <td style="text-align: center;">63.50%</td> </tr> </table>	<b>AM</b> 21	<b>Lunch/No</b> 10	<b>PM</b> 54	24.70%	11.80%	63.50%																																		
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<p><b>4</b> Please check the box that BEST applies to each statement.</p>		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Tot</th> <th style="text-align: center;">To Same</th> <th style="text-align: center;">No</th> <th style="text-align: center;">Does Not Apply</th> </tr> </thead> <tbody> <tr> <td>Parents feel welcome in our school.</td> <td style="text-align: center;">152</td> <td style="text-align: center;">36</td> <td style="text-align: center;">6</td> <td style="text-align: center;">7</td> </tr> <tr> <td>The school or teacher keeps me well informed about what my child is learning at school.</td> <td style="text-align: center;">132</td> <td style="text-align: center;">52</td> <td style="text-align: center;">10</td> <td style="text-align: center;">7</td> </tr> <tr> <td>My child's teacher encourages him/her in all areas.</td> <td style="text-align: center;">135</td> <td style="text-align: center;">54</td> <td style="text-align: center;">5</td> <td style="text-align: center;">7</td> </tr> <tr> <td>I am pleased with the instructional program at my child's school.</td> <td style="text-align: center;">136</td> <td style="text-align: center;">51</td> <td style="text-align: center;">7</td> <td style="text-align: center;">7</td> </tr> <tr> <td>My child feels safe at school.</td> <td style="text-align: center;">155</td> <td style="text-align: center;">34</td> <td style="text-align: center;">4</td> <td style="text-align: center;">8</td> </tr> <tr> <td>Parent input is considered when important school decisions are made.</td> <td style="text-align: center;">113</td> <td style="text-align: center;">60</td> <td style="text-align: center;">13</td> <td style="text-align: center;">15</td> </tr> <tr> <td>School rules are communicated to parents.</td> <td style="text-align: center;">155</td> <td style="text-align: center;">35</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> </tr> </tbody> </table>		Tot	To Same	No	Does Not Apply	Parents feel welcome in our school.	152	36	6	7	The school or teacher keeps me well informed about what my child is learning at school.	132	52	10	7	My child's teacher encourages him/her in all areas.	135	54	5	7	I am pleased with the instructional program at my child's school.	136	51	7	7	My child feels safe at school.	155	34	4	8	Parent input is considered when important school decisions are made.	113	60	13	15	School rules are communicated to parents.	155	35	5	6
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	I know how to contact my child's teachers.	173	18	2	8
	I have access to my child's principal.	154	29	9	9
	The school provides information about promotion/retention requirements.	156	28	8	9
	The school encourages me as a parent to be involved in my child's education.	150	37	7	7
	Information (flyers, newsletters, website, etc.) received from my child's school is easy to understand.	166	28	2	5
	I am satisfied with the school's response to my request for specific activities, meetings, or materials.	134	30	6	31
	I am aware there is a Title I page on the school website.	176	11	7	7
<b>6</b>	Check and complete the personal information below if you would like more information regarding:				
	<b>5</b> K-5 promotion requirements	<b>55</b>	<b>6-8</b> promotion requirements	<b>#</b>	<b>9-12</b> promotion requirements
	<b>6.80%</b>		<b>74.30%</b>		<b>35.10%</b>
<b>5</b>	Earlier this year, a parent-school compact was sent home for you and your child to sign. Using the space below, please comment on what you liked about the compact and/or what could be improved.				
<b>1</b>	I thought it was very informational				
<b>2</b>	Everything seemed to be in order				
<b>3</b>	I like each person's role				
<b>4</b>	My child is a good student that does not get into trouble - the information I get from teachers and school through e-mails has been sufficient for us.				
<b>5</b>	Set goals for students to work towards				
<b>6</b>	Its all good!				
<b>7</b>	Would be nice if ALL staff adhered to and made student body live up to it.				
<b>8</b>	New short rule is ridiculous - we live in the south - it is hot. He shorts were ok for gym - walmart shorts				
<b>9</b>	Did not receive one				
<b>10</b>	It was informative				
<b>11</b>	I like that it says we will all work together				
<b>12</b>	All good				
<b>13</b>	I as a parent read it and had more understanding of what it meant. I don't think anything needs to be changed.				
<b>14</b>	Bullet points, in simplified format				
<b>15</b>	It was full of helpful information and prepared us for the school year				
<b>16</b>	It was full of helpful information and helped prepare us for the school year.				
<b>17</b>	nice idea				
<b>18</b>	I'm not sure I would change anything, I like all that I read.				
<b>19</b>	Don't remember				
<b>20</b>	No gum, food, drinks (all students/in PE/Health) in class. Teachers send e-mails on Monday for the work/assignments for the week. Keep grades updated weekly in PowerSchool (not every 2-3 weeks or night before grades go home).				

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21	Easy to understand Straight to the point
22	Don't remember
23	Everything was ok
24	Was satisfied
25	I don't remember this.
26	Ok
27	Didn't read, his father did
28	I am satisfied with most everything
29	not entirely fair, and no consequences for most students and teachers not abiding by agreements. well written but not followed.
30	It was helpful an gave us everything that we needed to now
31	Mmmm
32	Looks fine as is.
33	It is nice to get.
34	It served the purpose.
35	I am god it required signatures from all parties.
36	A compact does not ensure communication from teachers is affective in letting parents know about upcoming tests or assignments, which standards they need help with, or behaviors that are keeping them from performing at their best. I noticed in many top performing schools, all teachers maintain a website or blog showing unit, standards, assignments with due dates, upcoming testss, projects, and resources for parents to help their child with being successful. It would have been very beneficial to have this verses or in addition to email blasts as it allows the parent consistent/same info for each A/B class and the ability to know what is due, when, requirements, etc. to work with child. I love helping my child and discussing units of study, using resources to ensure they are where they need to be, but felt my hands were tied in trying to help due to not knowing about assignments, tests, or weak standards unless I emailed asking for specific info. A template for website or email blast providing this would be a huge help for the unmotivated or
37	it need to be design for the special need student. Because some of the question doesn't apply to them
5	Earlier this year, a parent-school compact was sent home for you and your child to sign. Using the space below, please comment on what you liked about the compact and/or what could be improved.
38	That the school knew that parents are a needed part of the students education. Also, that this one way for the school to have the parents involved.
39	Did not receive it
40	Don't remember, sorry
41	Was not aware of this
42	It was a good idea
43	We felt often rules were not always followed for everyone. We would like better communication from certain teachers. We had asked about a meeting again which never happened. It still never happened. Certain teachers don't post grades in a timely manner, so parent and student can do something about a

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44	I really like that you have to list people allowed to check out your child. Also, it's not taken for granted those people remain the same every year.
45	I was satisfied with the compact as is.
46	no complaints
47	I like the fact that the compact encourages the student, parent, and teachers to be involved in the students learning at school.
48	The compact didn't affect us. The parenting and student practices detailed in it are things we just do naturally.
49	It was good for us to talk about st the same time
50	Easy to complete
51	Well laid out
52	Unsure
53	My children know how to behave in school and they perform at a high level. They know what is expected of them both from their teachers and their parents.
54	I liked the fact that the compact involve the parents and holds them accountable.
55	Short and concise
56	I thought it was to the point. No further info is needed.
57	I liked how informative it was.
58	Rules, contact information
59	It is only as good as the parent-teacher input. If issues are happening in school they need to be communicated to the parents in a timely manner.
60	We are new to the school
61	I liked that both parent and student signed it to show a paired effort.
62	I do not remember this.
63	intelligent but also because she is raised with manners and knows how to be polite, respectful, and mature in social situations as well as with adults (regardless of the teacher's attitude). We interact with her and have great interest in helping her succeed. She has a dream to be valedictorian or salutatorian, and we will do whatever we can to help her reach that goal.
64	Seems fine, maybe a bit generic.
65	It was simple.

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