

**Flat Rock Middle School
Targeted Assistance Plan
2015-2016**

Data Summary 2013-2014 School Year (used because GA Milestones data was not received.)

- Math 2014 CRCT Results: All students 95% - ex 39%, Asian 100% - ex 68%, Black 95% -ex 36%, Hispanic 88% - ex 23%, White 94% -ex 49%, Multi-Racial 93% - ex 57%, **SWD 71%** - ex 3%, **English Learners 77%** -4%, and Economically Disadvantaged 90% - ex 26%.
- English Language Arts 2014 CRCT Results: All Students 97%-ex50%, Asian 100%-ex63%, Black 98%-ex52%, Hispanic 96%-ex31%, White 98%-ex56%, Multi-Racial 95%-ex55%, SWD 83%-ex3%, English Learners 93%-ex14%, and Economically Disadvantage 96%-ex39%.
- Reading 2014 CRCT Results: All Students 99%-ex56%, Asian 100%-ex68%, Black 99%-ex55%, Hispanic 98%-ex39%, White 99%-ex66%, Multi-Racial 99%-ex73%, SWD 46%-ex5%, English Learners 99%-ex13%, and Economically Disadvantaged 98%-ex45%.
- 2014 Science CRCT Results: All Students 86%-ex52%, Asian 95%-ex42%, Black 86%-ex35%, Hispanic 75%-**ex17%**, White 91%-ex44%, **Multi-Racial 84%**-ex40%, **SWD 46%**-ex5%, **English Learners 45%**-ex6%, and Economically Disadvantaged 78%-ex25%.
- Social Studies 2014 Results: All Students 88%-ex52%, Asian 100%-ex58%, Black 89%-ex52%, Hispanic **75%**-ex34%, Whites 92%-65%, Multi-Racial 89%-ex64%, **SWD 54%**-ex9%, **English Learners 45%**-ex6%, and Economically Disadvantaged 79%-ex40%.

Data Summary 2014-2015 School Year

Math

6th Grade Percentage of Failures	7th Grade Percentage of Failures	8th Grade Percentage of Failures
<p>There are 227 sixth grade mathematics students. 6 of 227 (3%) failed for the year, which is a decrease from previous years.</p>	<ul style="list-style-type: none"> 4.6% of students did not have a grade of 70 or better for the school year 	<ul style="list-style-type: none"> Regular Math = $13/247 = .05 = 5\%$

Language Arts

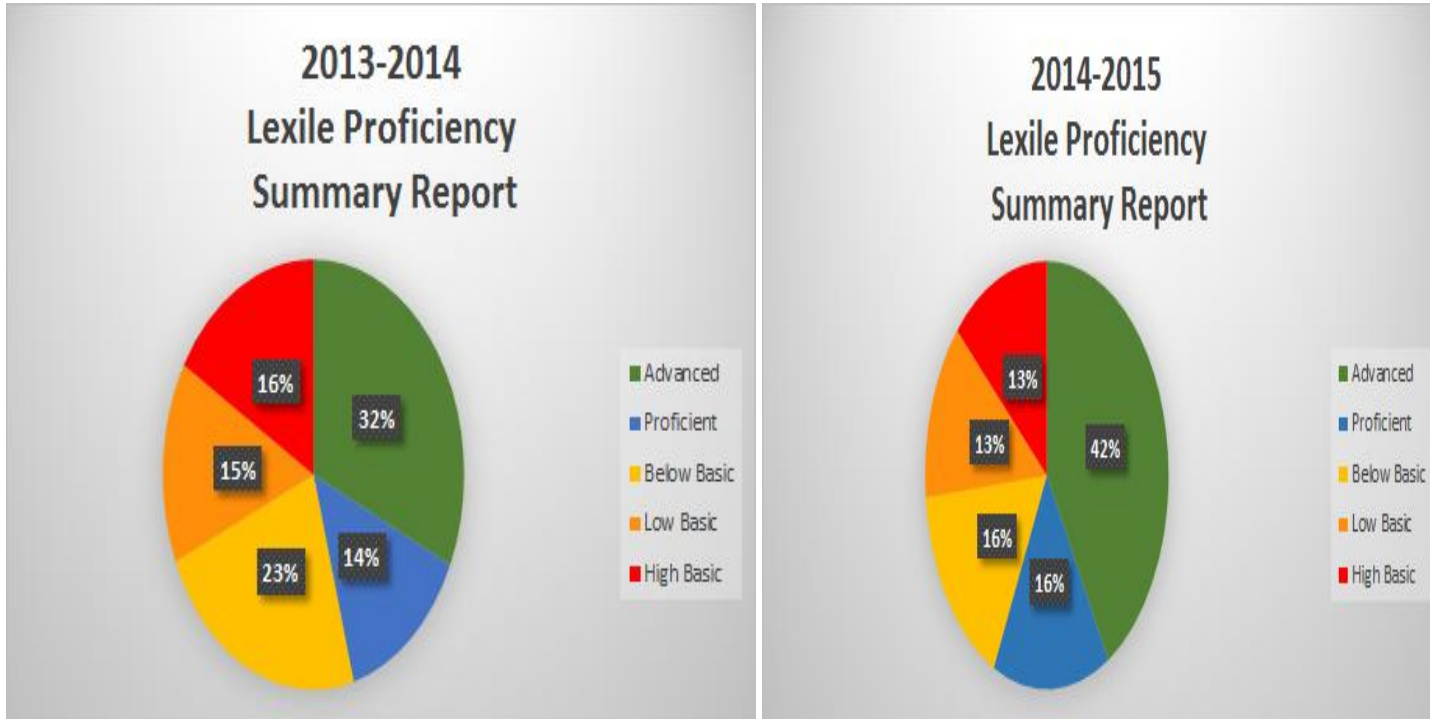
6th Grade Percentage of Failures	7th Grade Percentage of Failures	8th Grade Percentage of Failures
<p>4% of the English students on the hallway have failed for the year.</p>	<p>Failure rate for the 2014-2015 school year is 1.7%.</p>	<p>A total of 17 students failed 8th grade English for the year.</p>

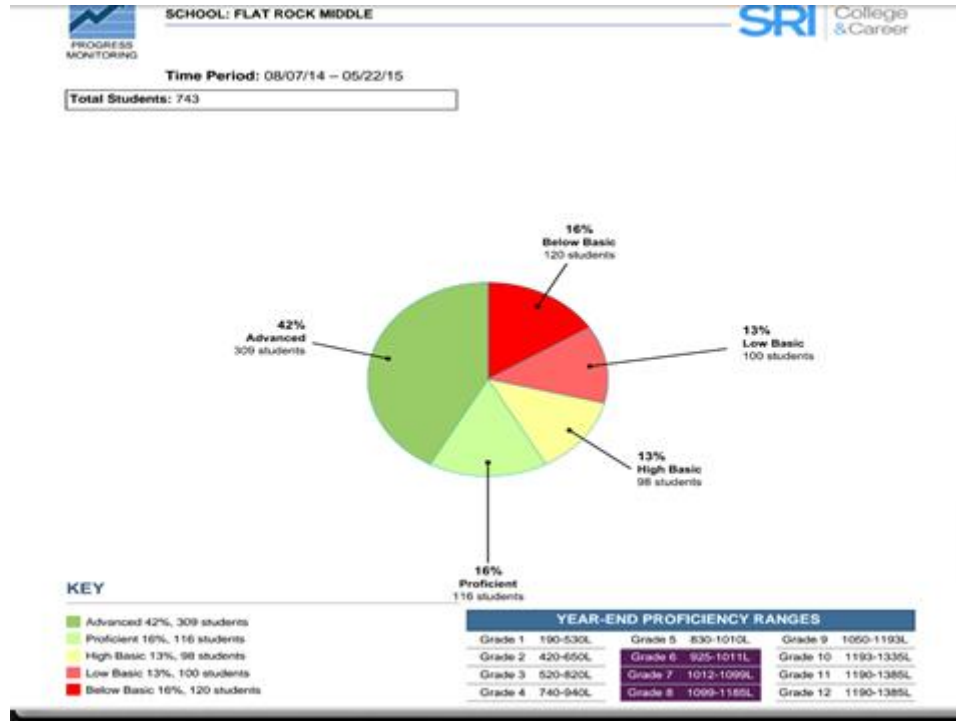
Science

6th Grade Percentage of Failures	7th Grade Percentage of Failures	8th Grade Percentage of Failures
1 out of 227 of science students score below 70%.	2% of science students score below 70%.	13% of science students score below 70%.

Social Studies

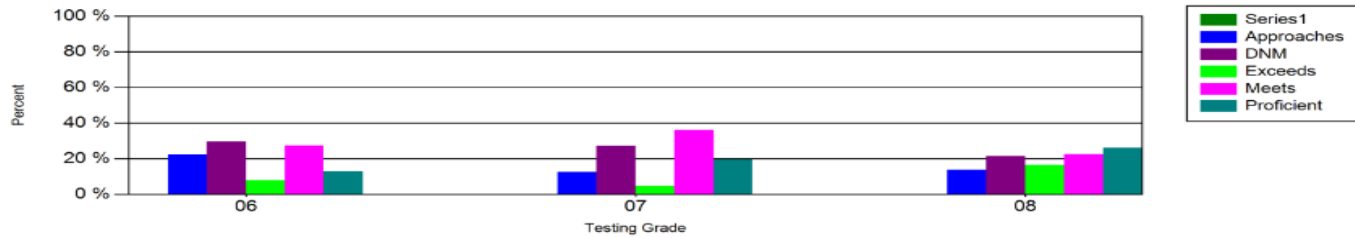
6th Grade Percentage of Failures	7th Grade Percentage of Failures	8th Grade Percentage of Failures
Approximately 4% of the students scored below 70%.	3% of the 7th grade social students did not have a cumulative grade of 70% or better.	8.3% of students with an average lower than 70%





Assessment Summary (continued)
 Enrolled in FRMS 14-15
 Grade(s): 06, 07, 08
 Tested between 2/1/2015 and 6/30/2015
 Score Type: Result

Test Part			Approaches	DNM	Exceeds	Meets	Proficient
Writing: Spring 5- MLA Overall	06	0 %	22 %	30 %	8 %	27 %	13 %
	07	0 %	13 %	27 %	5 %	10 %	20 %
	08	0 %	14 %	21 %	16 %	22 %	26 %
	Total	0 %	16 %	26 %	10 %	28 %	20 %



2014-2015 Programs Implemented

- ***Extended Day Math/Reading/Science/Social Studies*** (with transportation provided, as needed).
Teachers in these courses met the students' instructional needs through strategies such as remediation and acceleration using a variety of supplemental activities including, but not limited to, FASTT Math, Study Island, Study Buddies, GA MILESTONES Coach Resources, After the Bell, Great Source, etc.
- ***APTT Nights (math and English)***
At these meetings, parents were provided data on their child's performance in a specific subject area. Teachers were then provided an in-depth coaching session on how to interpret this data based on overall classroom performance, school benchmarks, and state standards. Parents were provided with strategies and tools to help support learning at home to improve their child's performance. And together, parents and teachers set goals for their students, individually and as a class. These classes were held three times throughout the school year for each subject area.
- ***Middle School Technology Resources***
This program enabled parents to learn about the latest resources to help support their child's learning. Web resources used were Infinite Campus, Study Island, and Edmodo, and the Flat Rock website. This class was held in September.
- ***Summer Math Academy***
This camp focused on strengthening student math skills for those whose end of the year average was a 75 or below. The camp took place for one week over the summer, June 15th-18th from 9 A.M. until Noon. Certified teachers remediated and enriched weak areas and gave students the tools needed to improve their success for the upcoming school year.

Evaluating the Title One Program

Program Areas of Strength:

- Our Extended Day continued to raise achievement for our Title I population in all subject areas served; math, reading, science and social studies.
- Parents requested that we keep all extended day programs in place as well as the summer math enrichment camp.
- Parents requested that we continue with the following parent workshops; Technology Education, as well as APTT team meetings.

Areas that Need Improvement:

- Close the achievement gap between identified subgroups (especially ELLs and SWDs) in the areas of math, reading, social studies, and especially science (science has our lowest meets/exceeds percentage)
- Increase attendance at parent workshops
- Increase communication on parent workshops through Infinite Campus emails, newsletters, phone blasts, and flyers
- Increase the use of our School Compacts in conferences
- Provide professional development on effective strategies used to teach ELL students

Plans for Next Year:

After reviewing all of the data including 2013-2014 CRCT scores, cumulative failures, Lexile proficiency, faculty surveys, CCRPI data, and parent involvement surveys, the stakeholders have decided to continue the following program on the accompanying anticipated dates for the 2015-2016 school year for grades 6-8.

- ***Extended Day Math/Reading/Science/Social Studies, grades 6-8*** *November 9th - March 31*
Teachers in these courses met the students' instructional needs through strategies such as remediation and acceleration using a variety of supplemental activities including, but not limited to, FASTT Math, Study Island, Study Buddies, GA MILESTONES Coach Resources, After the Bell, Great Source, etc.
- ***APTT Nights (math, writing, science, and social studies, grades 6-8)*** *October 27th and March 22nd*
At these meetings, parents were provided data on their child's performance in a specific subject area. Teachers will then provide an in-depth coaching session on how to interpret this data based on overall classroom performance, school benchmarks, and state standards. Parents will be provided with strategies and tools to help support learning at home to improve their child's performance. And together, parents and teachers set goals for their students, individually and as a class. These classes will be held two times throughout the school year for each subject area.
- ***Middle School Technology Resources, grades 6-8*** *August 18th or September 1st*
This program enabled parents to learn about the latest resources to help support their child's learning. Web resources to used are Infinite Campus, Study Island, and Edmodo, Google Classroom, Remind 101, and the Flat Rock website. This class will be held in August.

- **Summer Math Academy (Rising 6-Rising 9th)**

June 13th-23rd

This camp focused on strengthening student math skills for those whose end of the year average was a 75 or below. The camp took place for two weeks over the summer from 9 A.M. until Noon. Certified teachers will remediate and enrich weak areas and give students the tools needed to improve their academic success for the upcoming school year.

The following changes will be made to continue to increase student achievement and parent involvement:

1. Continue to increase communication on parent workshops through Infinite Campus emails, separate teacher sent emails, updates and reminders on our Flat Rock FaceBook page, Edmodo, newsletters, phone blasts, and flyers. We will also promote our parent involvement activities at sports and fine arts events.
2. To close the achievement gap with our ELL population, we will rehire a bilingual parent liaison that will not only work with our ELL parents but will also work closely with our students as a paraprofessional inside the classroom. We also plan to order translation equipment so that ELLs and their students can properly acclimate themselves to the English language and not lose valuable instruction time.
3. Additional Summer Academy dates for four groups: rising 6th, rising 7th, rising 8th, and exiting 8th grade students. Each of the four academies will run simultaneously at Flat Rock Middle School and will be taught by highly qualified math teachers from local middle and high school teachers so that relationships can be built along with the remediation and acceleration in mathematics.
4. Incorporate a course designed specifically for students who have a record of poor attendance and as a result perform poorly in their academics during the previous school year. The course will take place during second semester and the curriculum will be designed around lessons from the book, *The 7 Habits of Highly Effective Teens*.
5. Saturday science enrichment days will take place once each semester. Students will participate in activities that will increase their level of science application knowledge.

Flat Rock Middle School Goals

- Close the achievement gap between identified subgroups in the areas of ELA, math, science, and social studies, with an emphasis on science. Closure will be reached through the increase of emphasis on vocabulary development, writing, and literacy in each content area. The progression towards meeting this goal will be measured through formative assessments periodically throughout the year and the end of the year GA Milestones Assessment System.
- Increase communication with parent stakeholders through Parent University, homework resource support, student information meetings, and technology support.
- Implement Professional Learning Communities that support increased understanding in: Instructional Differentiation Strategies, Literacy in all content areas, Cultural Competence, and Instructional Technology.
- Create a Positive & Effective Learning Environment, where all students and staff members are accountable, encouraged, and positively supported through reinforcement-based strategies and a consistently collaborative approach.

Improvement Strategies for the 2015-2016 School Year

Goals #1 Math

Flat Rock students in grade 6th-8th will have a “Meet/Exceeds” rate of 94%,

Math Strategy Outline

Certified staff will implement the following strategies within the classroom;

- Collect GA Milestones scores of students that scored less than proficient the previous year in May. Those students will be provided with the summer math packet targeting specific areas of weaknesses as well as areas that are typically heavy in content on the Math GA MILESTONES. The packet will be provided in electronic form on Edmodo and the FRMS website. In addition, the students will be provided with a hard copy of the information. Students will be required to complete the packet over the summer and turn it in for a grade the first day of school.
- Students will be given Real Life Problem Solving activities with hands-on learning that incorporate all content areas (including the arts). Teachers will be switched to answer questions within a class period to address all content areas.
- Math vocabulary will become a part of the literacy. Students will be given matching cards with words, definitions and pictures; word searches; crossword puzzles. A QR activity is included in the textbook resources that turns the vocabulary into

flashcards and this resource will be utilized. In addition, Math in the Fast Lane provides a vocabulary resource that will be used to increase a student's ability to talk and understand math terminology.

- Provide written justifications so students know strategies to answer questions within the class period
- Theme math literacy within each unit.

Instructional Strategies:

Use certified staff to provide small group instruction in Math to students who qualify based on a rank order system.

- A. All students needing assistance in Math will receive assistance through the **afterschool Extended Day Learning Program** (with transportation provided). This program will take place once a week from November until March. Certified teachers in the programs will meet the students' instructional needs through strategies such as remediation and acceleration using a variety of supplemental activities including, but not limited to, FASTT Math, **Study Island**, **IXL**, Study Buddies, **GA MILESTONES Coach Resources**, **Coach Connected**, Fraction Nation, etc.
- B. Twice a week students will be pulled into small groups during their morning Eagle Time to remediate and provide extra instruction on current skills being taught.

Selection Criteria for Title I Math Students and Extended Day Learning

Grades 7-8

Students with the greatest need are selected based on the following rank order criteria:

1. Cumulative Academic Grade Below 75% (Rubric: 75 or below = 4pts, 69 or below =6pts.)
2. Teacher recommendation (Rubric: 1-2 pts based on current performance in class meeting standard or not meeting standard)
3. ESOL/ELLs (Rubric: Active 2pts, Monitored 1pts OR End of the Year Benchmark score)

Grades 6 Only

Students with the greatest need are selected based on the following rank order criteria:

1. 2014 CRCT Math Scores (Rubric; 815 and below)
2. 2015-2016 4.5 Week Progress Report* (Rubric: 75 or below = 4pts, 69 or below =6pts.)
3. ESOL/ELLs (Rubric: Active 2pts, Monitored 1pts)
4. Teacher Recommendation (Rubric: 1-2 pts based on current performance in class meeting standard or not meeting standard)

* Fifth grade students only receive a pass/fail grades so no cumulative grade was available.

Scheduling Model

Students are scheduled to work with a certified teacher that meets federal guideline and is highly qualified. Students work in small groups once a week with each session lasting one hour.

Goals #2 English Language Arts/Literacy

Flat Rock students will have a “Meet/Exceeds” rate of 97.5% in language arts and 80% on or above grade level Lexile score. Students will continue to raise achievement in Lexile scores due to the implementation of programs (Think Cerca, PBL Project, Read 180, Title I Extended Day, etc.) that provide remediation and acceleration strategies for reading and writing skills.

ELA Strategy Outline

Certified staff will implement the following strategies within the 6th-8th classrooms;

****All subject areas will use Standard English

1. Assist students in formatting paragraphs and combining sentences.
2. Have students focus on developing strong topic, supporting, and closing sentences.
3. Help students in identifying elements in literature.
4. Quarterly Title 1 Language Arts workshops to work with parents and students on strategies and concepts.
5. (Writing Wednesdays) Weekly writing prompts during the literacy block to increase writing skills of all students.
6. Continued use of Edmodo in communication with parents.
7. Increase focus on our ELL and special ed. populations with the use of the collaboration model.
8. Have students use evidence from the text to support positions/opinions in response to literature.
9. Have students extensively practice answering open-ended questions using fiction/nonfiction paired texts.

Reading Strategy Outline

Certified staff will implement the following strategies within the 6th-8th classrooms;

1. Incorporate instructional techniques that build students’ ability to analyze explicit and inferred details from both fictional and non-fictional texts.

2. Via Direct instruction, improve student awareness and ability to determine the theme of a text and write summaries that are free of opinion and judgment.
3. Expand vocabulary by use of context clues, building understanding of word choice and its impact on meaning and tone.
4. Determine the point of view of an author in both fiction and non-fiction texts.
5. Provide scaffolding for texts that are challenging and that fall within the 6-8 text complexity band.
6. Continued use of Edmodo as an effective method of communicating with students and parents outside of the normal school setting to enhance the learning of all students.

Instructional Strategies:

Use certified staff to provide small group instruction in Reading to students who qualify based on a rank order system.

- A. All students needing assistance in Reading will be placed in the **afterschool Extended Day Learning Program**. This program will take place once a week from November until March. Certified teachers will meet the students' instructional needs through strategies such as remediation and acceleration using a variety of supplemental activities including, but not limited to, **Study Island**, Study Buddies, **GA MILESTONES Coach Resources**, After the Bell, **Great Source materials**.

Selection Criteria for Reading Extended Day

Grades 7-8

Students with the greatest need are selected based on the following rank order criteria:

1. Cumulative Grade of 75 or Below from previous school year (Rubric: 75 or below = 4pts, 69 or below =6pts.)
2. Spring 2015 Lexile Score (3 pts low basic, 2 pts, high basic, and 1 pt for below basic)
3. Teacher Recommendation ((Rubric: 1-2 pts based on current performance in class meeting standard or not meeting standard)
4. ESOL/ELLs (Rubric: Active 2pts, Monitored 1pts)

Grades 6 Only

1. 2014 CRCT Reading Scores (Rubric; 815 and below)
2. 2015-2016 4.5 Week Progress Report (Rubric: 75 or below = 4pts, 69 or below =6pts.)
3. ESOL/ELLs (Rubric: Active 2pts, Monitored 1pts)
4. Teacher Recommendation (Rubric: 1-2 pts based on current performance in class meeting standard or not meeting standard)

* Fifth grade students only receive a pass/fail grades so no cumulative grade was available.

Scheduling Model

Students are scheduled to work with a certified teacher that meets federal guidelines and is highly qualified. Students work in small groups of ten once a week with each session lasting an hour.

Goals #3 Science

Flat Rock students in grade 6th-8th will have a “Meet/Exceeds” rate of 90%

1. Move students who did not meet to "Meets" in science and social studies.

Strategy Outline

Certified staff will implement the following strategies within the 6th-8th classrooms:

1. Posting of science vocabulary on word walls, quizlet, & Edmodo.
2. Students with disabilities to be pulled by a para pro for small group instruction on a regular basis.
3. Key vocabulary to be shared with ESOL teacher for preview and review.
4. Key vocabulary to be shared with elective teachers for cross curricular connections.
5. Benchmark tests will be given each nine weeks to assess student progress and to inform teachers on what differentiation/remediation needs to occur.
6. Math and science teachers collaborate to establish areas of integration so that students can see connections in the curriculum.

Instructional Strategies:

Use certified staff to provide small group instruction in Science to students who qualify based on a rank order system.

- A. All students needing assistance in Science will be placed in the **Afterschool Extended Day Learning Program**. This program will take place once a week from November until March. Certified teachers will meet the students’ instructional needs through strategies such as remediation and acceleration using a variety of supplemental activities including, but not limited to, Study Island, **IXL**, Study Buddies, **GA MILESTONES Coach Resources**, After the Bell, **Great Source materials**.

Selection Criteria for Science Extended Day

Grades 7-8

Students with the greatest need are selected based on the following rank order criteria:

1. Cumulative grade of 75 or Below from previous school year (Rubric: 75 or below = 4pts, 69 or below =6pts.)
2. Teacher Recommendation (Rubric: 1-2 pts based on current performance in class meeting standard or not meeting standard)
3. ESOL/ELLs (Rubric: Active 2pts, Monitored 1pts OR End of the Year Benchmark score)
4. End of the Year Benchmark (Rubric: 75 or below = 4pts, 69 or below = 6 pts)

Grades 6 Only

1. 2014 CRCT Science Scores (Rubric; 815 and below)
2. 2015-2016 4.5 Week Progress Report (Rubric: 75 or below = 4pts, 69 or below = 6pts.)
3. ESOL/ELLs (Rubric: Active 2pts, Monitored 1pts)
4. Teacher Recommendation (Rubric: 1-2 pts based on current performance in class meeting standard or not meeting standard)

* Fifth grade students only receive a pass/fail grades so no cumulative grade was available.

Scheduling Model

Students are scheduled to work with a certified teacher that meets federal guidelines and is highly qualified. Students work in small groups of ten once a week with each session lasting an hour.

Goal #4 Social Studies

Flat Rock students in grade 6th-8th will have a "Meet/Exceeds" rate of 90%,

1. *Move students who did not meet to "Meets" in science and social studies.*

Strategy Outline

Certified staff will implement the following strategies within the classroom;

1. Incorporate more literacy using content based materials to increase reading comprehension.
2. Strengthen student understanding of US, local and other various forms for government including but limited to how powers are disturbed and how citizens participate.

3. Increased use of Edmodo in effectively communicating with parents of upcoming test, projects, class notes or video presentations to assist in student understanding of concepts.

Instructional Strategies:

Use certified staff to provide small group instruction in Social Studies to students who qualify based on a rank order system.

All students needing assistance in Social Studies will be placed in the **after school Extended Day Learning Program**. This program will take place during 2nd semester once a week from January until March. Certified teachers will meet the students' instructional needs through strategies such as remediation and acceleration using a variety of supplemental activities including, but not limited to, **Study Island**, **IXL**, and **GA MILESTONES Coach Resources**.

Selection Criteria for Social Studies Extended Day

Students with the greatest need are selected based on the following rank order criteria:

Grades 7-8

1. Cumulative grade of 75 or Below from previous school year (Rubric: 75 or below = 4pts, 69 or below = 6pts.)
2. Teacher Recommendation (Rubric: 1-2 pts based on current performance in class meeting standard or not meeting standard)
3. ESOL/ELLs (Rubric: Active 2pts, Monitored 1pts)

Grades 6 Only

1. 2014 CRCT Social Studies Scores (Rubric; 815 and below)
2. 2015-2016 4.5 Week Progress Report (Rubric: 75 or below = 4pts, 69 or below = 6pts.)
3. ESOL/ELLs (Rubric: Active 2pts, Monitored 1pts)
4. Teacher Recommendation (Rubric: 1-2 pts based on current performance in class meeting standard or not meeting standard)

* Fifth grade students only receive a pass/fail grades so no cumulative grade was available.

Goal #5 Continue to close the achievement gap in all subject areas with our ELL population.

Strategy Outline

Hire certified ESOL Parent Liaison to work with our ELL parents and students. The liaison will serve as our interpreter/translator for Title I documents, parent workshops and parent-student conferences. Under the supervision of certified teachers, paraprofessionals

will help monitor and assist small groups of ELL students in classrooms. They will focus on accelerating and/or remediating small groups of students during Eagle time in academic vocabulary, math and writing skills. They will also help keep students on task during class and assist the classroom teacher in communicating with parents the specific needs of each student.

Special Provisions

Provisions will be made to serve all eligible children, including economically disadvantaged, disabled, migrant, LEP, and homeless children, as well as those who received services from a neglected or delinquent institution during the previous two years. Students from the previously mentioned categories will be given additional rank order points, if necessary. In addition, there will be a collaboration with other school resources and officials to maximize the benefits that are available to students in these specific categories.

Procedures Used for the Selection of Resources to be used in Title I Programs

1. All materials purchased to be used in such programs must meet State content standards and State student performance standards.
 2. Researched based
 3. Designed to move students to proficiency
 4. Student friendly and easy to grasp lessons
 5. Offer Differentiated instruction
- Items that will be purchased: IXL Math Online, Study Island- reading, language arts, science, and social Studies

Other General School Goals

Parental Involvement

In order to provide additional support for our students and parents, a Parent/Student Resource Center will be open twice a week. Parents and students will be able to use a variety of student resources such as computers for homework assignments, check out Study Buddies or books on parenting as well as Kajeet WIFI devices. Students are also able to access such programs as FASTT Math on their home computers.

For all Title I afterschool programs offered beyond regular school hours, transportation will be offered. Resources will also be provided in alternate languages whenever feasible and available, and a Parent Liaison is also available for additional support.

At the meeting at the beginning of the school year, parents are given information on parent workshops and resources that provide techniques that can be used at home.

Parents are provided multiple opportunities to become involved with the school. Active parent involvement is strongly encouraged for increased student achievement. Some of the opportunities they will be able to get involved with include the Parent Teacher Organization (PTO), becoming a classroom volunteer, and attending **APTT meetings**. Events are scheduled at different times during the day so that all families have an opportunity to attend.

Professional Development

- All paraprofessionals and teachers serving students in any Title I program must meet federal and state guidelines for highly qualified status. All are trained in the curriculum taught. The Title I contact teacher and all Title I personnel at Flat Rock receives regular monitoring and observations by a county level coordinator. The Title I contact will conduct two professional development sessions to staff on the following topics; How to Effectively Use Online Programs such as Study Island and IXL and Effective Parent Engagement. We will reach out to our county representative for professional development on effective strategies used to teach ELL students.

Resource Sharing and Allocation

It is the goal of Flat Rock Middle to coordinate Title I resources with other county and community resources to enable children served to meet the state content standards and state student performance standards. County funds, PTO funds, and other donated monies will be allocated to maximize the benefit the students at FRMS.

Program Assessment

To review the progress made by participating children in the **afterschool Extended Day Learning Reading, Math, Science, and Social Studies programs**, students will take a pretest at the beginning to assess their needs and lessons will be written according to the results. Online assessments (via IXL and Study Island) will be taken throughout the programs to monitor progress. A final posttest will be given at the end of the program to identify their overall success. Surveys are also taken on the effectiveness of the program by all involved; parents, students, teachers, etc. to identify areas that need improvement. Flat Rock follows state requirements for

implementing all state required assessments. Students take GA Milestones, SRI, and 9 Week math and science benchmarks.