

SCHOOLWIDE IMPROVEMENT PLAN (SIP) TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN TITLE I TARGETED ASSISTANCE (TA) PLAN

NAME OF SCHOOL/PRINCIPAL:

Youth Middle School / David Todd

NAME OF DISTRICT/SUPERINTENDENT:

Walton County Schools / Dr. Nathan Franklin

Comprehensive Support School *Targeted Support School* *Schoolwide Title I School* *Targeted Assistance Title I School*
 Non-Title I School *Opportunity School*

DIVISION OF SCHOOL AND DISTRICT EFFECTIVENESS

Advancing Leadership | Transforming Schools

All required components of the Title I Schoolwide and Targeted Assistance are included in this template.

SIGNATURES:

Superintendent _____ Date _____

Principal Supervisor _____ Date _____

Principal _____ Date _____

Title 1 Director _____ Date _____
(Title 1 Schools only)

Planning Committee Members (SWP 8, 16)

Name	Position/Role	Signature
David Todd	Principal	
Rob Donaldson	Assistant Principal	
Beth Morgan	Assistant Principal	
Michael Youngblood	Assistant Principal	
Nyisha Collins	Title I Liaison/Teacher	
Eleanor Scott	District Title I Director/Coordinator	
Donna Hawk	WCSD District Parent Involvement Coordinator	
Sinje Butler	Teacher Math Department Chair	
Cindy Coffman	Teacher Gifted Department Chair	
Barbara Ervin	Teacher Social Studies Department Chair	
Tommy Hope	Teacher Science Department Chair	
Jessica Peterson	Teacher Leader Department Chair	
Pam Arnold	Teacher ELA Department Chair	

Title I only (SWP 10, 15, 19)

The Letter of Intent for Title I Schoolwide was submitted on NA.

Please indicate the programs that are consolidated in this plan: _____

School Designated as a Priority School: No

School Designated as a Focus School: No

SCHOOL BACKGROUND: Brief history, demographic data, changes, accomplishments during previous year, etc.

Youth Middle School (YMS), which is located in the southwest corner of Walton County, first opened its doors in the fall of 2004. Youth Middle School had 1065 students enrolled in grades 6-8 for the 2015-2016 school years and currently 1074 students are enrolled. The school made Adequate Yearly Progress (AYP) under NCLB every year since it opened in 2004. YMS has been designated as a Georgia Distinguished Middle School since 2007. During our October 2008 GAPSS visitation, the school was commended as a GPS/data driven school and for utilizing a wide variety of methods of communication with parents. Suggested improvements included utilizing vertical planning meeting procedures from elementary to middle school and middle school to high school, continued expanding use of differentiation and extended questioning, and increase written commentary that is aligned to Georgia Standards of Excellence (GSE) and Georgia Performance Standards (GPS).

Academically, YMS offers rigorous instructional programs through differentiated student learning, remedial support classes, Saturday S.T.A.R. Program, LEAP afterschool program, Camp Success Summer School, and POI daily instruction known as Academic Support. These programs were created in response to students' needs as determined after disaggregation of testing data and the results of surveys and they will continue under the Title I School Wide Plan in 2016-2017. In this way, each student has the support that he or she needs to be a successful learner. Parents also felt that school e-mail and principal's phone calls out were the best use of communications for receiving information about school news. Socially, YMS is committed to providing counseling groups aimed at various areas of need. In addition, parent and community outreach nights are offered throughout the year with PTO (Parent-Teacher Organization) and teacher interests. YMS embraces diversity so that all our stakeholders (parents/teachers/students/business partners) work together to promote high achievement and to ensure our students' success in a global society. Youth Middle School has a dedicated staff that is strong and secure. The 2016-2017 school year has less than 13% of staff turnover, the staff and administration have a strong commitment to curriculum performance, strong vision, and direction.

The current demographics include minority percentages at 25.23% of the total school population. Our black/not Hispanic group comprises 15.73%, Hispanics make up 5.57, and Asians contain 0.65% of the YMS population. The free/reduced lunch rate has increased from 43.77% (2008-2009) to 46.94% (2009-2010), 46.52% (2011-2013) to 49.16% (2013-2014) to 46.85% (2014-2015). The free and reduced lunch rate for 2014-2015 is 46.85% which qualifies Youth Middle School for the Title I School Wide Program services. The percentage of students in the Special Education program has ranged from 8% to 13% during the past five school years and is 8.85% for 2016-2017 school year. The percentage of students (grades 6-8) in the gifted program has ranged from 10% to 21% during the past five school years and is 21.5% for the 2016-2017 school year.

We have developed our school wide plan with the participation of individuals who will carry out the comprehensive school wide/school improvement program plan. Parents were invited to participate in Youth Middle School's Title I. planning process. A meeting was held on September 15, 2016 to revise the 2015-2016 Title I school wide plans. Those persons involved were David Todd, principal; Rob Donaldson, Beth Morgan, Michael Youngblood, Assistant Principals; Nyisha Collins, Sinje Bulter, Cindy Coffman, Barbara Ervin, Tommy Hope, Jessica Peterson, Pam Arnold, teachers; Renee McQuilkin, Parent; Dr. Donna Major School Improvement Specialist, and Eleanor Scott, Title I Director. The meeting consisted of the involved persons brainstorming for ideas that would have the greatest impact on all students. They also reviewed and assessed the following instruments, procedures, and/or processes. Also, all parents had the opportunity to participate in the school quality and improvement survey in February 2016.

Results of the February, 2016 Title I Parent Survey with 65 participation results revealed the following strengths and opportunities:

Strengths:

- 96.88% - understand child's report card
- 96.93% - indicated that teachers regularly update grades in the parent portal
- 94.64% - participated or attended open house and/or PTO meetings
- 93.85% - are satisfied with the service and support provided by the school
- 92.30% - indicated that YMS staff are responsive and helpful with their child's academic progress.
- 89.06% - indicated teachers regularly inform them about their child's academic progress on core content classes
- 87.30% - feels that all children at YMS have the same opportunity for quality education
- 35.71% - participated or attended curriculum night such as reading, math science or social studies
- Parents received information from the school in the following ways:
 - 95.38% - by email
 - 60.00% - by parent portal online (Infinite Campus)
 - 41.54% - by school messenger
 - 40.00% - by school and/or district websites
 - 38.46% - by infinite campus mobile portal app
 - 36.92% - by school and/or district website

Opportunities:

- Parents would like training/program sessions on the following topics:
 - 45.28% - developing homework and study habits
 - 45.28% - improving their child's math skills
 - 20.75% - provide academic resources and materials for parents to use at home with their child
 - 18.87% - improving their child's English language arts skills
 - 16.98% - using technology
 - 16.98% - improving their child's science skills
- Recommendation on assisting parents to attend school events and Title programs sponsored activities:
 - 23.44% - sending calendar of events home regularly
 - 20.31% - to send reminder home one week prior to the event
- Parent preference on attending training or events:
 - 45.90% - by viewing information on the district website
 - 44.26% - over the internet (streaming/video)
 - 44.26% - at the home school
 - 45.61% - weekday evening from 6 to 9 pm
 - 35.09% - weekday mornings from 8 to 12 pm

Current achievement data analysis indicates: The College and Career Ready Performance Index score for Youth Middle School was 77 out of a 100 points for the 2013 to 81 for the 2014 school year to a 79.6 for the 2015 school year. A deeper look at data reveals gaps in achievement of students in certain subgroups, which drives our focus each year as we target our goals at these gap areas. The CCRPI (2015) Report reveals priorities in addressing: Language Arts, Math, Science, and Social Studies for all students with disabilities (SWD) while in math academic for the following subgroups: students with disabilities (SWD), black (BL), white, and economically disadvantaged (ED) students.

The College and Career Ready Performance Index (CCPRI) data analysis (2015-2106): indicated major strengths with YMS students performing above the state average in all content areas. The number of students exceeding standards improved in the majority of areas. The College and Career Ready Performance Index (CCPRI) data analysis indicate the following strengths and opportunities from 2014-2015:

Strengths in student achievement

- School climate is a 4-star rating (81.8%)
- White, Black, Hispanic, Multi-Racial, and ED (Economically Disadvantaged), subgroups of students met/exceeded the state target goal in English Language Arts.
- White, Black, Hispanic, Multi-Racial, and ED subgroups of students met/exceeded the state target goal in Math.
- White, Black, Hispanic, Multi-Racial, and ED subgroups of students met/exceeded the state target goal in Science.
- White, Black, Hispanic, Multi-Racial, ED, and Students with Disability subgroups of students met/exceeded the state target goal in Social Studies Math.

Opportunities for growth in student achievement:

- Decrease the gap by increase academic performance for ED & SWD students across all core content areas
- Increase the percent of students in grade 8 achieving a Lexile measure equal to or greater than 1050.
- Increase number of students' performance in all content areas.
- Integrate technology in instruction in all grade levels.
- Incorporate writing across the curriculum in all content areas.
- Increase parental involvement.
- Due to the implementation of Georgia Milestones assessment, we will develop professional learning communities to review the formative assessment and math instruction with support from Northeast Georgia RESA.

Current identified needs are:

- A pervasive use of informational text in reading and writing across all content area.
- Increase the percentage of students in grades 6th – 8th achieving a Lexile measure equal to or greater than 1050.
- A pervasive use of informational text in reading and writing across all content areas.
- Effectively enhance students' ability to communicate through writing across all content area.
- Focus on academic achievement of SWD in language arts, math, science, and social studies.
- The specific academic needs of those students at risk of failing or not meeting standards to be addressed by participation in tutorial programs such as after-school LEAP Program, STAR Saturday Program, Spring Intersession, Summer School, USA test prep, and write score assessment.

- Improve on the percentage of students with disabilities meeting or exceeding standards in the areas of: language arts, math, science, and social studies through co-teaching and use of SPIN Paraprofessionals.
- Increase the use of assessment data when determining the number of individuals meeting or exceeding standards in the areas of English language arts, math, science, and social studies. Data will then be reviewed by data teams to increase academic performance. The bottom 25% of struggling students will be specifically targeted to improve student achievement in all core content classes.
- The root causes of a student's inability to process and retain compound and complex concepts is: Excessive Absences, Inappropriate Classroom Behavior, and Low Socioeconomic Status.

Needs Assessment/ Data Review Results (SWP 1, 11, 12, 13, 14, 17, 18)

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
<p>Reading/English Language Arts</p> <p>Increase reading skills of at risk student in the following subgroups:</p> <p>Black, White, Economically Disadvantaged, and Student with Disability</p>	<p>Georgia Milestone Assessment</p> <p>CCPRI</p> <p>Grade: Progress Reports & Report Cards</p> <p>USA Test Prep</p> <p>Classworks (2016-2017)</p> <p>AIMSWeb Data</p> <p>IXL Learning Data</p> <p>Read 180 Data</p>	<p>Administration</p> <p>Teachers</p> <p>Students</p> <p>Parents</p>	<p>Individual Student Paper Reports</p> <p>IEP conferences for students with disabilities</p> <p>Community Nights</p> <p>Principal Call-Outs/mass emails/marquee</p> <p>Newspaper</p> <p>Conference and/or Curriculum Nights</p> <p>Title I Annual Meetings</p> <p>Open House</p> <p>School Website and Social Media</p>
<p>Math</p> <p>Increase reading skills of at risk student in the following subgroups:</p> <p>Black, White, Economically Disadvantaged, and Student with Disability</p>	<p>Georgia Milestone Assessment</p> <p>CCPRI</p> <p>Grade: Progress Reports & Report Cards</p> <p>USA Test Prep</p> <p>Classworks (2016-2017)</p> <p>AIMSWeb Data</p> <p>IXL Learning Data</p>	<p>Administration</p> <p>Teachers</p> <p>Students</p> <p>Parents</p>	<p>Individual Student Paper Reports</p> <p>IEP conferences for students with disabilities</p> <p>Community Nights</p> <p>Principal Call-Outs/mass emails/marquee</p> <p>Newspaper</p> <p>Conference and/or Curriculum Nights</p> <p>Title I Annual Meetings</p> <p>Open House</p> <p>School Website and Social Media</p>

<p>Science</p> <p>Increase reading skills of at risk student in the following subgroups:</p> <p>Black, White, Economically Disadvantaged, and Student with Disability</p>	<p>Georgia Milestone Assessment CCPRI Grade: Progress Reports & Report Cards USA Test Prep</p>	<p>Administration Teachers Students Parents</p>	<p>Individual Student Paper Reports IEP conferences for students with disabilities Community Nights Principal Call-Outs/mass emails/marquee Newspaper Conference and/or Curriculum Nights Title I Annual Meetings Open House School Website and Social Media</p>
<p>Social Studies</p> <p>Increase reading skills of at risk student in the following subgroups:</p> <p>Student with Disability</p> <p>Supportive Instruction:</p> <p>Reduction in class size thorough Title I Funded Math Teacher</p>	<p>Georgia Milestone Assessment CCPRI Grade: Progress Reports & Report Cards USA Test Prep</p>	<p>Administration Teachers Students Parents</p>	<p>Individual Student Paper Reports IEP conferences for students with disabilities Community Nights Principal Call-Outs/mass emails/marquee Newspaper Conference and/or Curriculum Nights Title I Annual Meetings Open House School Website and Social Media</p>

Division of School and District Effectiveness | School Improvement PLAN

<p>Professional Development</p> <p>Professional Learning Communities</p> <p>Data Analysis Teams</p> <p>Curriculum Mapping</p>	<p>Georgia Milestones Assessment</p> <p>CCPRI</p>	<p>Administration</p> <p>Teachers</p>	<p>Individual Student Paper Reports</p> <p>IEP conferences for students with disabilities</p> <p>Community Nights</p> <p>Principal Call-Outs/mass emails/marquee</p> <p>Newspaper</p> <p>Conference and/or Curriculum Nights</p> <p>Title I Annual Meetings</p> <p>Open House</p> <p>School Website and Social Media</p>
<p>Parent/Family Engagement</p> <p>Increase parents involvement in the school as it relates to student's achievements</p>	<p>Monthly Attendance Reports</p> <p>Discipline Data</p>	<p>Administration</p> <p>Teachers</p> <p>Students</p> <p>Parents</p> <p>Counselors</p>	<p>Individual Student Paper Reports</p> <p>IEP conferences for students with disabilities</p> <p>Community Nights</p> <p>Principal Call-Outs/mass emails/marquee</p> <p>Newspaper</p> <p>Conference and/or Curriculum Nights</p> <p>Title I Annual Meetings</p> <p>Open House</p> <p>School Website and Social Media</p>

SMART GOAL #1 YMS will increase weighted average in ELA/Reading performance on GA Milestones End-of-Course Assessment in Levels 2, 3, & 4 from 66% to 69% weighted performance average by June 3, 2017.

(SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Curriculum Instruction Assessment Planning and Organization Student, Family, and Community Professional Learning School Culture	All	<ul style="list-style-type: none"> Provide supplement ELA (reading, language arts, and writing) support to at risk and lowest quartile targeted students through the use of the following programs: <ol style="list-style-type: none"> STAR Saturday Program Eight Days of Summer Spring Intercession Tutors Transportation FICA for Tutors Implement Read 180 for targeted students. 120 seats needed for current school year. Systems 44 to increase students Lextile scores of low academically reading performance GA Writing Assessment Student Sessions. Demonstrate writing lessons training Implementation of GA Writing assessment for 6,7,8th grade (Contracted Service) Scholastic implemented as support material for Language Arts and math instruction USA Test Prep to provide additional instructional support through integration of technology and supplemental instruction Utilize additional instructional supplies such as: paper, pencils, scantrons, pens, highlighters, notebooks, journals, binders, and toner cartridges for Reading, ELA, Writing, Math, Science, and Social Studies 	Student work samples Common Formative Assessments (CFA) POI levels Teacher-Developed Formative Assessments Performance Tasks Monthly scheduled visits to the media center After-school Tutoring	School Leaders Demonstrate: TKES Observation and Walk Through Data Teachers Demonstrate: Teachers Supportive Instruction Paraprofessional (SIPara) Students Demonstrate: GA Milestone Assessment (GMAS) AIMSWeb benchmarks Parents Demonstrate: Parental Engagement Parent Teacher Conferences	GA Milestones ELA Grades Pre-Post Data Grade Level POI Meetings Department Meetings	Tutoring programs, transportation, & FICA = \$55,278.00 Read 180 = \$3,655.00 Systems 44 = \$5,500.00 GA Writing Assessment = \$4,280 GA Assessment Student Sessions = \$4,500.00 Scholastic = \$2,655.00 USA Test Prep = \$2,850.00 Supplies = \$8,355.00

SMART GOAL #2 YMS will increase weighted average in Math performance on GA Milestones End of Course Assessment in Levels 2, 3, & 4 from 73% to 76% weighted performance average by June 3, 2017

(SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Curriculum Instruction Assessment Planning and Organization Student, Family, and Community Professional Learning School Culture	All	<p>Teacher paid by Title I to reduce class sized in mathematics class.</p> <p>Substitute for Title I math teacher.</p> <p>Coach Book Math Support 6th, 7th, & 8th grade = 2 class sets per grade level for supplemental resource instructional workbooks.</p> <p>IXL Learning for both Math and Language Arts = need 1050 seats for 6th, 7th, & 8th grade.</p> <p>IPADs for math teachers to support instruction within the classroom.</p>	<p>Student work samples</p> <p>Common Formative Assessments (CFA)</p> <p>POI levels</p> <p>Teacher-Developed Formative Assessments</p> <p>Performance Tasks</p> <p>Monthly scheduled visits to the media center</p> <p>After-school Tutoring</p> <p>TKES</p>	<p>School Leaders Demonstrate: TKES Observation and Walk Through Data</p> <p>Teachers Demonstrate: Teachers Supportive Instruction Paraprofessional (SIPara)</p> <p>Students Demonstrate: GA Milestone Assessment (GMAS)</p> <p>AIMSWeb benchmarks</p> <p>Parents Demonstrate: Parental Engagement</p> <p>Parent Teacher Conferences</p>	<p>GA Milestones</p> <p>Math Grades</p> <p>Pre-Post Data</p> <p>Grade Level POI Meetings</p> <p>Department Meetings</p>	<p>Title I Teacher = \$70,000</p> <p>Sub salary & FICA = \$700.00</p> <p>Coach Books = 2 sets \$450.00 times 6 total sets = \$2700.00</p> <p>IXL Learning = \$8,400.00</p> <p>10 iPads = \$300.00 each = \$3,000.00</p>

SMART GOAL #3 YMS will increase weighted averages in Science and Social Studies performance on GA Milestones End of Course Assessment in Levels 2, 3, & 4 for Science from 64% to 67% and Social Studies from 67% to 70% weighted performance average by June 3, 2017 . (SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Curriculum Instruction Assessment Planning and Organization Student, Family, and Community Professional Learning School Culture	All	Vizitech Computers to support science and social studies instruction by providing additional instructional support through integration of technology and supplemental instructional materials. Makerbot 3D Printing System 2 goes with Vizitech for students to print activities and projects off the Vizitech computers	Student work samples Common Formative Assessments (CFA) POI levels Teacher-Developed Formative Assessments Performance Tasks Monthly scheduled visits to the media center After-school Tutoring TKES	School Leaders School Leaders Demonstrate: TKES Observation and Walk Through Data Teachers Demonstrate: Teachers Supportive Instruction Paraprofessional (SIPara) Students Demonstrate: GA Milestone Assessment (GMAS) Parents Demonstrate: Parental Engagement Parent Teacher Conferences	GA Milestones Science & Social Studies Grades Pre-Post Data Grade Level POI Meetings Department Meetings	Vizitech: Computers (4) @ \$3325.00 each = \$13,300.00 Shipping & Handling = \$395.52 Cart (1) = \$350.00 4 Software Packages \$1,450.00 each = \$5,800.00 4 Installations computers \$375.00 each = \$1,500.00 2 Makerbot 3D Printer = \$3,270.00

SMART GOAL #4 YMS will increase family and parental engagement by increasing attendance at meeting .

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) <i>(SWP 9)</i>	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Curriculum Instruction Assessment Planning and Organization Student, Family, and Community Professional Learning School Culture	All	<p>Student agendas for student, parent, and teacher communication</p> <p>Middle School Years is a monthly newsletter to parents</p> <p>Mail outs to parents</p>	<ul style="list-style-type: none"> • Observations • Agenda and meeting notes 	<p>School Leaders Demonstrate:</p> <p>Administration attend after-school events and conference</p> <p>Teachers Demonstrate: Teachers Parent conference Written and verbal communication with parents of YMS</p> <p>Students Demonstrate: Using agenda and practice in after-school events</p> <p>Parents Demonstrate: Attending meeting and providing feedback on annual parent survey</p>		<p>Student agendas = \$3,500</p> <p>Newsletter = \$300</p> <p>Mail Outs = \$440.00</p>

Professional Learning Plan to Support School Improvement Plan

(SWP 4)

Professional Learning Strategy to Support Achievement of SMART Goals	Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/ Position Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
Implementation of VIZITECH	September 2016 – June 2017	Included with VIZITECH contract	Science and Social Studies Teacher	Professional Learning and student work	GA Milestones Assessment and Grades in Science and Social Studies
Professional Learning Stipends	Review data for core content (ongoing)	6 teachers at \$150 each = \$750.00	Designated teacher	Professional Learning	Sign-In Sheet, Title I SWP/SIP
Title I Building Liaison	July 2016 – June 2017	\$600.00 Plus FICA \$46.00	Principal & teacher	Observations and Documentation	Data Analysis and Planning Facilitation

Coordinations of Programs Chart (SWP #10, TA)

Coordination and integration of federal, state, and local services and programs, including programs supported under this ACT, violence prevention programs, nutrition programs, housing programs, homeless programs, migrant, neglected and delinquent programs, EL Programs, Title II-A, Programs, Head Start, adult education, vocational and technical education and job training.

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

PROGRAM	How funds will be used
Title I- Part A and Title I, Part A ARRA	One 6 th grade class reduction Title I math teacher; parental involvement activities; support to enhance professional learning communities; STAR Saturday program tutors and transportation; additional teachers for intersession; Eight Days of Summer School teachers; Write Score Writing Assessment; Read 180 Lab, Systems 44USA Test Prep, IXL Math; Middle School Newsletters for parent and family engagement; and supplemental instructional supplies and supplemental technology equipment to support core content academic areas.
Title II A- Preparing, Training and Recruiting High Quality Teachers and Principals	Gifted Endorsement; ESOL Endorsement TSS Training, New Teacher Orientation.
Title I, Part D of ESEA Programs for Children and Youth who are Neglected, Delinquent, or At-Risk	Not applicable. The ALCOVE, INC. closed June 2014.
TITLE III , Part A of ESEA, Language Instruction for Limited English Proficient and Immigrant Student	Youth Middle School implements the innovative EL program service model.
Title IV – Safe and Drug Free Schools	Red Ribbon Week, Parent Resource Center, Bullying prevention program for students Principal Call-Out and Letter Notification to Parents, Monthly Emergency Procedure Drills, and Discipline Assembly in Fall and Spring

IDEA – Individuals with Disabilities Act	Services are provided to students with disabilities Co-Teachers, teachers; paraprofessionals, special education instruction specialist (SEIS), Parent Mentor, Special Education coordinator to meet with parents regarding on-going services through special education
Migrant	Support provided through WCSD Federal Program Director and Abraham Baldwin Agricultural College Consortium for Region 1.
21st Century Community Learning Centers Grant	LEAP afterschool tutor program with transportation provided.
School Nutrition Program	Free and Reduced Lunch/Breakfast
Pre K- Elementary School Only	Not applicable for YMS
CTAE (Middle & High School Only)	Provides funding for Ag Tech, Family and Consumer Science, and Computer Application Classes
McKinney –Vento Act Grant	Support to Homeless families; tutors, educational supplies, transportation, reimbursement to parents for travel to and from school, field trip expense, school related activity fees, summer camp, back-pack buddy program, and afterschool program registration fees.
Title II A Technology	Not applicable for YMS
Transition Program 6th, 8th – 9th, Post-Secondary College and Career Planning and support.	5th Grade Orientation during 4th quarter, rising 6th Graders Summer camp, and Rising 6th Graders Parent Night. YMS 8th graders are invited to Rising 9th Grade Parent Night at WGHS.
Partners in Education	Supports student academic recognition and teacher support activities.
PTO	PTO supports the Student of the Quarter celebrations to recognize student academic achievement, assist with providing teacher supplies for the classroom, and provides motivational incentives for all students.

Highly Qualified Staff

(SWP 3, 5)

All courses are taught by highly qualified staff. YES, 100% of Youth Middle School teachers and paraprofessionals are highly qualified.
If no, explain

List efforts to recruit highly qualified teachers to your school.

Job fairs are held regionally, postings are available on district website. Administration and human resources seek only highly certified staff members. Title IIA will prepare, train, and recruit highly qualified teachers and administrators.

Resources:

Georgia School Performance Standards – <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx>

Professional Learning Plan Template Guidelines - <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/Professional%20Learning/Learning%20Forward%20Professional%20Learning%20Plan%20Template.pdf>

System for Effective School Instruction: <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/System%20for%20Effective%20School%20Instruction/System%20for%20Effective%20School%20Instruction.pdf>

Title 1 - <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx>

QCIS (Indistar) - <http://www.indistar.org/>

Statewide Longitudinal Data System (SLDS) - <http://www.gadoe.org/Technology-Services/SLDS/Pages/SLDS.aspx>