



FAYETTE COUNTY SCHOOL IMPROVEMENT PLAN

School Name: J.C. Booth Middle School **School System:** Fayette County
Name of Principal: Ted Lombard **School Year:** SY 2009 - 2012
Title I: None Title: _____ **Targeted Assistance:** _____

School Mission and Values:

The mission of the J.C. Booth Middle School community is to encourage and support student achievement as we strive for excellence.

Value Statements: These value statements are the attitudes and behaviors that our school embraces. They represent our shared commitments regarding how we will behave on a daily basis in order to become the school we want to be. These values support our school's vision and are aligned with our mission.

1. We will work collaboratively as a professional learning community to strengthen our instruction and assessments in order to provide a challenging and relevant academic curriculum.
2. Our expectation is that every student will improve his/her learning and show a high level of mastery and problem solving skills.
3. We will respond positively to the needs of all students, providing them the necessary time and support to achieve high standards of learning. We will never give up on a student.
4. We will recognize and embrace the diversity of our school community and model caring, respectfulness, and responsible behavior.
5. We will model and teach tolerance and patience while enforcing rules consistently and fairly.
6. We will encourage open lines of communication and provide many opportunities for our school community to become an integral part of our students' learning.

Community Profile/Demographics: Student and Community Demographic Profile

The total enrollment for Booth Middle School for the 2007-2008 school year as of May 20, 2008, was 1,000, down from over 1,200 last school year. We anticipate a student population of under 900 in SY 08-09. Construction of a new middle school and the subsequent redistricting of our boundaries has contributed to our student population changes.

Our school population diversity is increasing. There has been a slow, steady downward trend for the enrollment of white students, from almost 88% in 1994 to a current 69%, which is lower than the 2000 census data for our zip code. The African-American enrollment peaked at 11.1 % at the beginning of SY 07-08 and settled at 10.8 % in May 2008; having fluctuated between 8% and 10 % over the past decade. We presently have more than three times the Hispanic enrollment that we had in 1998, growing from less than 2% in 1998 to at the beginning of SY 07-08 and settled at 8.1 % in May 2008. Asian enrollment peaked with 6.9% in 2008, higher than census data for our area. **Students of Multiracial and Native American groups represent less than 3% of our present total enrollment as is the case in the population at large.**

The number of students eligible for free and reduced lunch has increased since our last report. We now stand at 129 students who qualify for free or reduced lunches, compared to 65 in 1998. In addition, there are 22 currently receiving reduced lunches, versus the 12 reported in 1998. This represents about 12.8 % of the school population, more than doubling in five years.

The students of J. C. Booth Middle School are residents of a suburban planned community with a population of 33,737 as per the 2000 census. Peachtree City was planned to be developed into villages, each with its own shopping areas, recreational facilities, and elementary schools. Within our community are two reservoir lakes, over eighty miles of golf cart/bicycle/walking paths, public pools, golf courses, tennis, basketball, and volleyball courts, and a public library. Our community also has the Frederick Brown, Jr. Amphitheater, which is used by the Booth band for spring concerts.

The median family income is \$84,144.00 and the median home value is \$210,000.00. Ninety-two percent of the residents of our community were born in the United States. Of the 8% that were foreign born, almost half have become naturalized citizens. The average household has three residents. More than 96% of the adults in our community are high school graduates, more than 46% are college graduates, and 15% of those have attained graduate or professional degrees. Of the 9200 families shown in our community on the 2000 census, we have only 159 families reported at being below the poverty level, 95 of these with a female head of household.

Industry within our community consists of a mix of service, manufacturing, and retail. The majority of the residents in our community are employed by the transportation industries, especially the airlines, and service industries, including health, educational, and social services. Considered a “bedroom community”, the vast majority of the residents commute, with a stated average commute of thirty minutes as per the 2000 Census. Our community is located within thirty miles of both Fort McPherson and Fort Gillem, two major Army installations, both of which are scheduled to be closed under BRAC in the next five years. As a result, our school population has just under 10% with military affiliations.

The religious orientation of the community is varied. Students of our school include, but are not limited to, members of the following faiths: A.M. E., Assembly of God, Baptist, Buddhist, Catholic, Christian, Church of Christ, Church of God, Episcopalian, Evangelical, Hindu, Jesus Christ of Latter Day Saints, Jewish, Lutheran, Methodist, Muslim, Presbyterian, and Seventh Day Adventist.

Principal's Signature: _____

Date: _____

Director, School Improvement: _____

Date: _____

Superintendent's Signature: _____

Date: _____

**JC Booth Middle School
School Improvement Plan
FY 2009-2012**

Action Plan for Reading

Measurable Goals:

GSS Strands/ SACS Standards	Actions, Strategies, and Interventions	Timeline/ List Check Points Oct. Dec. Mar. May	Estimated Costs, Funding Sources, Resources, Professional Learning	Person(s) Responsible	Means of Evaluation	
					Artifacts	Evidence of Impact on Student Learning

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Action Plan for Mathematics

Measurable Goals:

GSS Strands/ SACS Standards	Actions, Strategies, and Interventions	Timeline/ List Check Points Oct. Dec. Mar. May	Estimated Costs, Funding Sources, Resources, Professional Learning	Person(s) Responsible	Means of Evaluation	
					Artifacts	Evidence of Impact on Student Learning

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Action Plan for Science

Measurable Goals:

GSS Strands/ SACS Standards	Actions, Strategies, and Interventions	Timeline/ List Check Points Oct. Dec. Mar. May	Estimated Costs, Funding Sources, Resources, Professional Learning	Person(s) Responsible	Means of Evaluation	
					Artifacts	Evidence of Impact on Student Learning

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Action Plan for Social Studies

Measurable Goals:

GSS Strands/ SACS Standards	Actions, Strategies, and Interventions	Timeline/ List Check Points Oct. Dec. Mar. May	Estimated Costs, Funding Sources, Resources, Professional Learning	Person(s) Responsible	Means of Evaluation	
					Artifacts	Evidence of Impact on Student Learning

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Action Plan for Connections

Measurable Goals:

GSS Strands/ SACS Standards	Actions, Strategies, and Interventions	Timeline/ List Check Points Oct. Dec. Mar. May	Estimated Costs, Funding Sources, Resources, Professional Learning	Person(s) Responsible	Means of Evaluation	
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Action Plan for Attendance Rate

Measurable Goals:

1. A minimum of 95% of all students will be absent less than 15 days during the school year. (93.1% in SY 06-07)
2. Students with disabilities and economically disadvantaged students will improve their attendance rates by 3%.
Goal for SWD: 13.1%; Goal for Econ Dis: 15.9%.

GSS Strands/ SACS Standards	Actions, Strategies, and Interventions	Timeline/ List Check Points Oct. Dec. Mar. May	Estimated Costs, Funding Sources, Resources, Professional Learning	Person(s) Responsible	Means of Evaluation	
					Artifacts	Evidence of Impact on Student Learning
SC 1.4	Graduation coaches will monitor chronically tardy students. Teams will monitor attendance and report chronic absentees to the guidance counselors	All year	None	Graduation coaches	SASI attendance records & AYP report.	Report card grades & CRCT reports of previously chronic truant students.
SC 1.4	One-on-one meetings between repeatedly truant & tardy students and an administrator, along with parent communication and disciplinary action.	All year	Postage	Administrators	SASI attendance records & AYP report.	Report card grades & CRCT reports of previously chronic truant students.

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Action Plan for Graduation Rate

Measurable Goals:

- 1. Students graduating from high school within four years will increase from a rate of % at the end of SY2007 to a rate of % at the end of SY2008**

GSS Strands/ SACS Standards	Actions, Strategies, and Interventions	Timeline/ List Check Points Oct. Dec. Mar. May	Estimated Costs, Funding Sources, Resources, Professional Learning	Person(s) Responsible	Means of Evaluation	
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