



# Richmond County School System Schoolwide/School Improvement Plan



SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
Title I Schoolwide Program	Title I Targeted Assistance	Non-Title I School
School Name: <b>Wheless Road Elementary</b>		District Name: <b>Richmond County</b>
Principal Name: <b>Dr. Dana Harris</b>		School Year: <b>2015-2016</b>
School Mailing Address: <b>2530 Wheless Road, Augusta, GA 30906</b>		
Telephone: <b>706-796-4985</b>		
District Title I Director/Coordinator Name: <b>Ms. Angeline Milton</b>		
District Title I Director/Coordinator Mailing Address: <b>864 Broad Street Augusta, GA. 30901</b>		
Email Address: <b>miltoan@boe.richmond.k12.ga.us</b>		
Telephone: <b>706 826-1000</b>		
ESEA WAIVER ACCOUNTABILITY STATUS		
(Check all boxes that apply and provide additional information if requested.)		
<p><b><u>PRIORITY School</u></b></p> <p>Subject Areas that Need Improvement</p> <p>ELA Math Science Social Studies</p> <p>Graduation Rate</p> <p>Did Not Exit</p>	<p><b><u>FOCUS School</u></b></p> <p>Subject Areas that Need Improvement</p> <p>ELA Math Science Social Studies</p> <p>Did Not Exit</p>	
Principal's Signature: <i>Dana Harris</i>		Date: <b>September 18, 2015</b>
Title I Director's Signature:		Date:
Area Assistant Superintendent's Signature:		Date:
Superintendent's Signature:		Date:
Revision Date: <b>February 2016</b>	Revision Date: <b>September 21, 2015</b>	Revision Date:



## Richmond County School System Schoolwide/School Improvement Plan



### Template Instructions

- All components of a Title I Schoolwide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists, all components/elements marked as “Not Met” need additional development.
- Please add your planning committee members on the next page.
- The first ten components in the template are required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).
- Include a narrative response to address each component of the plan.
- **If you are identified as a Focus or Priority School, your SW/SIP needs to address the areas you were identified for.**



Richmond County School System  
Schoolwide/School Improvement Plan



Planning Committee Members

Printed Name	Member's Signature	Position/Role
Dana Harris	<i>Dana Harris</i>	Principal
Sherry Phillips	<i>Sherry Phillips</i>	Administrative Intern
Jennifer McKinney-Evans	<i>Jennifer McKinney-Evans</i>	Academic Support Specialist
Gloria Bennett	<i>Gloria Bennett</i>	School Improvement Specialist
Thaedra Williams	<i>Thaedra Williams</i>	Parent Facilitator
Amy Moak	<i>Amy Moak</i>	Counselor
Corinna Walker	<i>Corinna Walker</i>	Teacher
Nichelle Sherman	<i>Nichelle Sherman</i>	Teacher
Nicolle Holland	<i>Nicolle Holland</i>	Data Specialist/Parent



## Richmond County School System Schoolwide/School Improvement Plan



### SMART Goals for FY15-16

#### **Goal #1:**

All students will demonstrate an overall increase of 4% at each proficiency level in reading as measured by the Georgia Milestones Assessment.

#### **Goal #2:**

All students will demonstrate an overall increase of 4% at each proficiency level in math as measured by the Georgia Milestones Assessment.

#### **Goal #3:**

Schoolwide attendance rate will increase from 95.1% to 96% as measured by the CCRPI attendance indicator by the end of May 2016.



## Richmond County School System Schoolwide/School Improvement Plan



### SWP/SIP Components

- 1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).**

#### Response:

- A. We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved included all stakeholders, parents, administrators, and members of The Leadership Team/SIP Committee. We involved stakeholders in the development of the schoolwide plan by seeking verbal feedback, collecting parent surveys, and engaging them in a variety of planning meeting sessions. We encourage participants to provide input at the planning meetings and through the document reviews, parent surveys, and e-mail. We solicited input from our stakeholders on best ways to nurture, motivate, and increase student engagement in learning. We strive to instill and foster the passion in students to become life-long learners of world class knowledge.

Wheless Road Elementary strives to provide each student with an individual path to ensure a high quality education and leadership qualities that will carry each student as he/she ascertains individual achievement goals. Teacher and academic support utilize the RCBOE Rubicon which incorporates local, state, and national standards. It is important to the staff that we foster an environment where students can come together to develop a sense of community. Our focus for instruction is driven by data analysis of performance standards and local assessments that are administered at the beginning of school, mid-year, and near the end of the school term (mini-assessments, pre-tests, posttests, interim assessments, reading assessments, etc). By providing assistance with supplies, tutorial programs, and free workshops, Wheless Road also addresses non-academic needs of individual students that may affect student achievement. These factors include parents working multiple jobs as well as families living below or near the poverty line. Included in this assessment is an overview of student achievement data, demographic data, and school demographics.

- B. We have used the following instruments, procedures, or processes to obtain this information. Georgia Milestones Assessment data results for all academic areas, CogAT data results, i-Ready results, dibels scores, Parent Surveys, collaborative brainstorming activities, i-Ready; SLO's, Dibels, benchmark assessments, attendance data and discipline reviews.. In addition, the committee met to review the data and share ideas to generate a rough draft of the plan. The plan was shared with other school stakeholders and input was gathered from them for suggested revisions. The parent representative reviewed the plan and provided feedback.



## Richmond County School System Schoolwide/School Improvement Plan



- C. We have taken into account the needs of migrant children by continually monitoring the daily attendance. At the present time, we have no migratory students. These are the procedures we would follow should those students enroll at Wheelless Road.
- Send Home Language Survey to the parent. Analyze the results of the survey to determine migrant eligibility.
  - Inform the migrant liaison that the child is enrolled in our school.
  - Immediately inform the ESOL Department and/or teacher.
  - The ESOL teacher will inform an interpreter that we need his/her services if another language other than English is listed on the parental forms.
  - The ESOL teacher will then assess the child to determine his/her level of aptitude and will assist the classroom teacher(s) with plans to help the child quickly adapt to his/her environment and classroom.
  - This collaboration will aid the child in academic and social achievement.
- D. We have reflected on our current achievement data that hopefully would enable us to understand the subjects and skills in which teaching and learning need to improve. We noticed that the trends demonstrate that we have a need to improve in the areas of reading and overall literacy (including writing) . We have also reviewed data for math, RLA, science, and social studies. Although our teachers work continuously to extend student learning in a way that each child gains a deeper understanding of the content, there continues to be additional room for growth in these areas.

In an effort to assist students with establishing proficiency on or above grade level skills in writing, teachers will work vertically to ensure that all students are able to write across the curriculum, They will also be engaged on professional learning sessions aimed at writing across the curriculum and continue to work collaboratively to gain a deeper understanding of the writing process and how to assess students' writing using a rubric. We will increase the reading and writing connection by ensuring that students write across content areas. Students will better understand what they are reading if they make the connection between reading and writing. We will use Title I funds to support all for our literacy initiatives that will improve reading comprehension, fluency, vocabulary expansion drawing conclusions, inferring and developing context clues strategies. Title, I funds will also be used to increase our fiction and nonfiction leveled book selection for our classrooms and media center. We will use Title I funds to integrate technology with literacy by purchasing Kindles, laptops, and additional technological websites and books for students to use to expand their learning. Math fluency and critical thinking/along with problem solving skills continue to be a challenge for our students. First In Math, Reflex, a computer-based program, IXL, Infinite Campus, i-Ready, V-Port Dibels,, and Writing to Win, are examples of quality innovative programs used to promote student learning. In an effort to provide teachers with the knowledge base and strategies needed to work with our students, we have generated a professional learning calendar offering our teachers with many opportunities to engage in meaningful and worthwhile learning. Ongoing weekly collaboration occurs with the academic support specialist to formulate workable



## Richmond County School System Schoolwide/School Improvement Plan



solutions, strategies and discuss best practices. We will continue to utilize technology based programs in addition to implementing a variety of interventions with fidelity to ensure that our students are moving forward towards their targeted goals.

As a designated focus school, additional tutoring for our students is being provided combined with research-based strategies aimed at improved student learning. Progress monitoring, differentiated instruction, coupled with a blended learning environment and direct instruction will be used to assist students in achieving specific learning goals.

Our students are currently working diligently to rise to the academic challenge of all of the standards set by the state and of Richmond County Schools. We have carefully reviewed a variety of data sources to determine the needs of our school. Some of the data sources reviewed include academic and nonacademic data as attendance discipline, updated demographic data, as well as classroom-schoolwide goals. Local assessments, standardized tests, writing stages, literacy standards, AR reports, and EIP checklists as well as parent, student and teacher surveys are used to make informed decisions. All of our students receive the benefit of small group instruction while participating in our full inclusion model. Ensuring that small group instruction takes place supports the rewards that come with daily differentiation of instruction,

After reviewing the data as well as the variables that currently exists, we have discovered several ROOTCAUSES. A few of them are listed below:

- Lack of knowledge base in the subject content area to improve delivery of instruction.
- Excessive interruptions during class instruction time.
- Shortage of classroom materials
- Inconsistent instruction
- Ineffective instruction
- Crowded classrooms
- Curriculum map expectations are not flexible for ability levels in classroom
- Excessive absences as well as students coming to school tardy
- Chronic student behavior that leads to classroom disruptions
- Students lack the value of education
- Lack of students' basic skill fluency in reading and mathematics
- Lack of students' comprehension and processing skills to successfully complete on-grade level standards



## Richmond County School System Schoolwide/School Improvement Plan

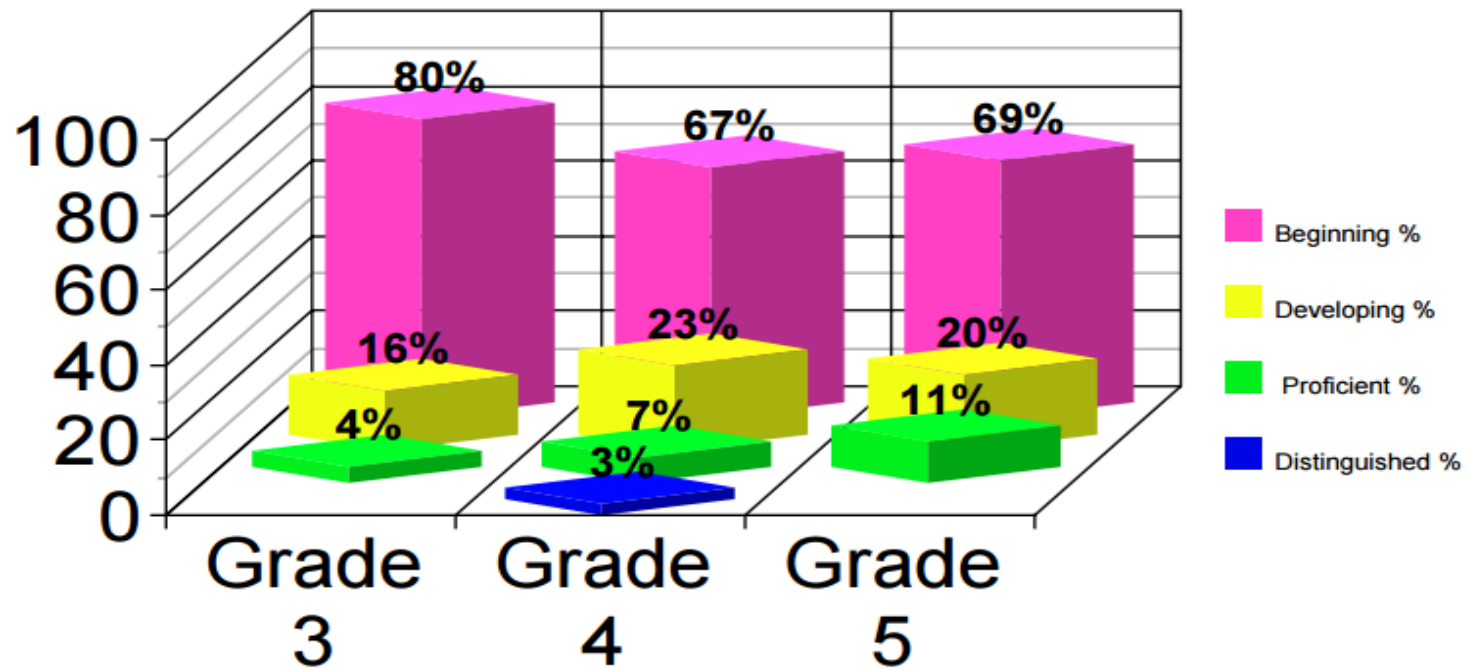


- ELA- 8.3% proficient/distinguished
- Math- 11% proficient/distinguished
- Science – 6.3% proficient/distinguished
- Social Studies- 4.3 % proficient/distinguished





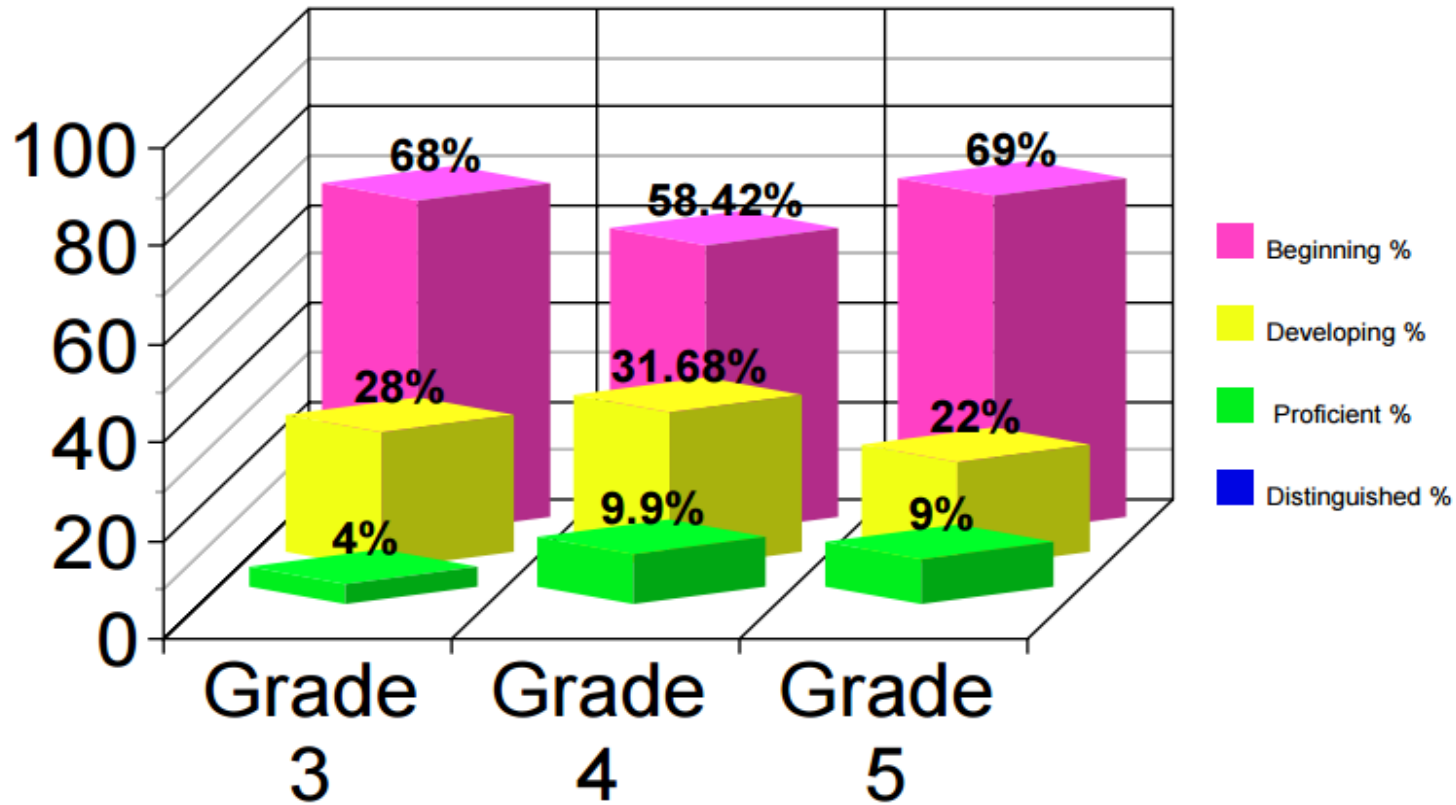
# Wheeless Road Elementary Georgia Milestone Data



## English Language Arts Spring 2015 Results



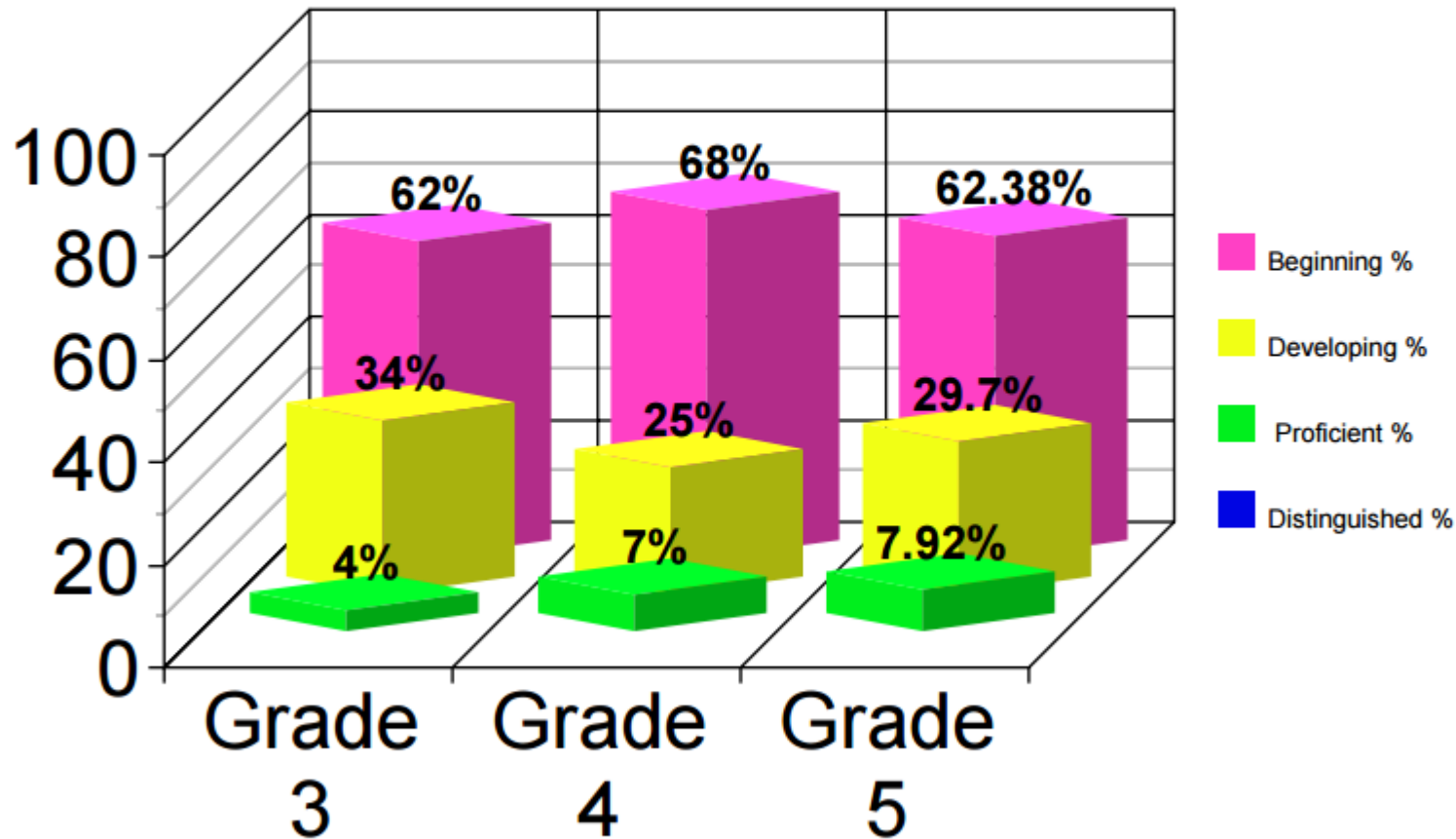
## Wheeless Road Elementary Georgia Milestone Data



### Math - Spring 2015 Results



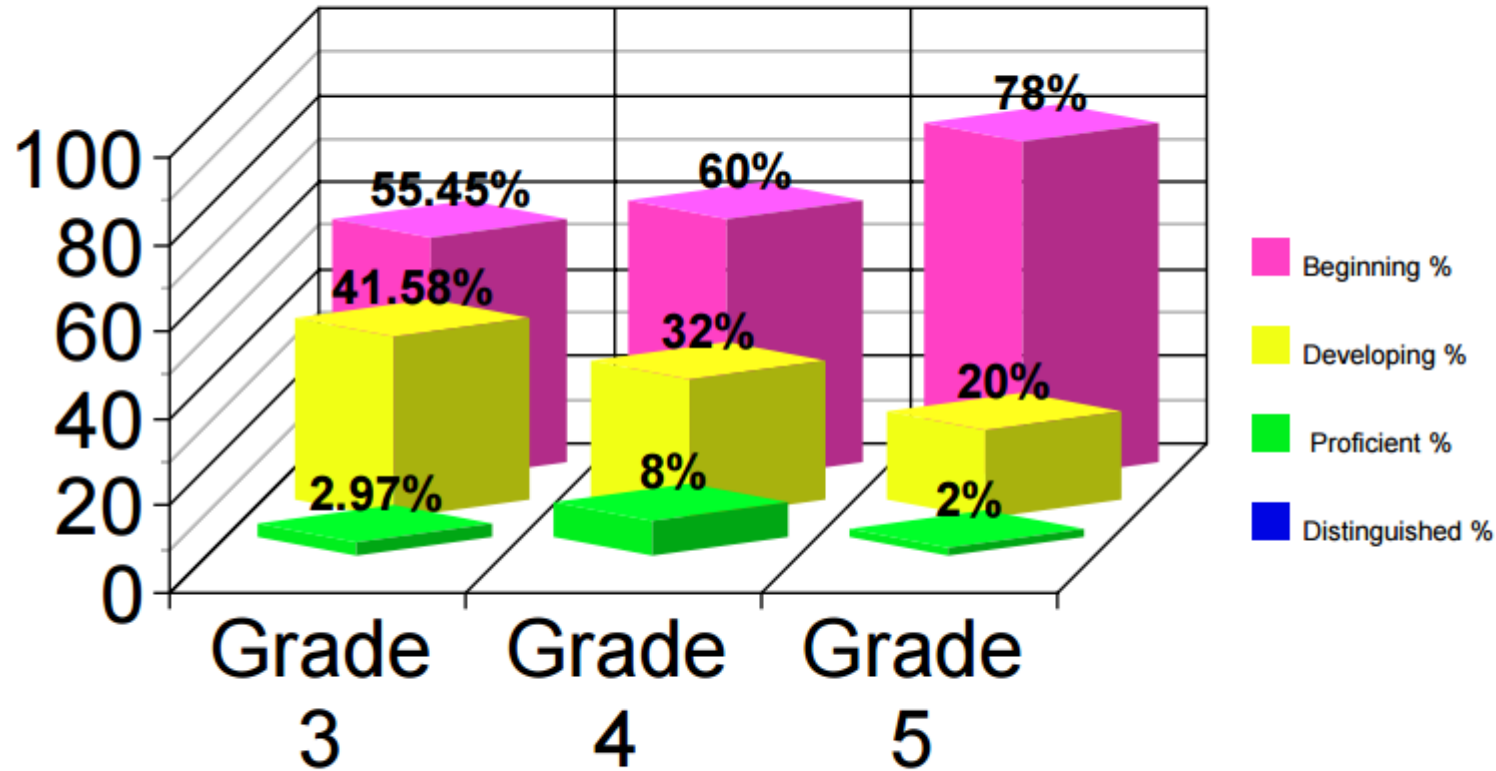
## Wheeless Road Elementary Georgia Milestone Data



### Science - Spring 2015 Results



# Wheeless Road Elementary Georgia Milestone Data



## Social Studies- Spring 2015 Results



## Richmond County School System Schoolwide/School Improvement Plan



The measurable goals/benchmarks established to address the needs were . . .

- Students will demonstrate an overall performance of 4% at each proficiency level in reading as measured but the Georgia Milestones Assessment
- Students will demonstrate an overall increase of 4% at each proficiency level in math as ,measured by the Georgia Milestones Assessment
- Schoolwide attendance rate will increase from 95.1% to 96% as measured by the CCRPI attendance indicator by the end of May 2016.



## Richmond County School System Schoolwide/School Improvement Plan



### 2. School reform strategies that:

#### a. Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).

*Response:* The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the state's academic content and student academic achievement standard are through ongoing progress monitoring of how the students are performing, as well as building in time for an intervention block within our Master Schedule all year long. Thirty minutes of tutorial and enrichment time are included in the schedule for all grade-levels on a daily basis, and groups are constantly evaluated to allow for flexible grouping at the classroom level. Additionally, students not making adequate progress or those who are identified as not performing on grade-level are recommended to receive services through the Early Intervention Program (EIP) or Flexible learning Plan FLP. These teachers ll provide additional support for thirty minutes per day in the areas of reading and/or math.

Additional individualized instruction is provided during the assigned computer time on a rotating basis. Augmented teachers and math teachers in grades 3-5 will attend the Rock Eagle GCTM Mathematics Conference and became members of GCTM in order to stay abreast on the advances and new strategies in teaching math. Furthermore, the RTI Team meets on a regular basis to identify specific, individualized strategies for students who have not met expectations in an effort to improve their academic and/or behavioral performance. The classroom teacher is responsible for implementing the strategies identified and charting the student's progress as evidence. The academic support specialist provides ongoing professional learning in the various identified areas noted on the Professional learning needs Assessment Data.

#### b. Use effective methods and instructional strategies that are based on scientifically based research that:

- Increase the amount and quality of learning time by providing instructional; coaching support directly within the classroom setting.
- Strengthen the core academic program in the school.
- Include researched based instructional strategies that meet the educational needs of historically underserved populations
- Modeling and Practice
- Goal-Setting
- Questioning Techniques
- Innovative Technology



## Richmond County School System Schoolwide/School Improvement Plan



- Everyday Math
- Differentiated Instruction using Small Groups
- Accelerated Reader Program to promote comprehension
- Data Decision Making
- Collaborative Planning Meetings

*Response:* The first type of school-wide reform strategy that is used is ensuring that all classrooms are standards-based. The teachers and administrators are constantly reviewing what a standards-based classroom looks like and where we are with implementation during site-based professional learning sessions. This is done on a consistent basis so that we can routinely review our practices to ensure that we are utilizing best practices. Another strategy is the development of professional learning communities. The teachers plan their lessons collaboratively, and members of the Leadership Team join the weekly grade-level meetings. Minutes are recorded on a Grade-level Meeting Form, and a copy is turned in to the principal as a method of monitoring and evaluation. Furthermore, the Common Core, our school system's curriculum pacing guides, and Department of Education frameworks are used to guide the instructional planning. In addition, all lesson plans are saved electronically on a standards-based lesson plan template. Data is consistently reviewed and analyzed from the postings constructed from the poster maker. The Academic Support Specialist, Mrs. McKinney-Evans will offer teachers professional learning in the areas of reading and math instruction, data driven planning and differentiation.

- c. **Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:**
- **counseling, pupil services, and mentoring services;**
  - **college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and**
  - **the integration of vocational and technical education programs;**
  - **Schoolwide staff book studies**



## Richmond County School System Schoolwide/School Improvement Plan



- d. Address how the school will determine if such needs have been met; and are consistent with, and are designed to implement, the state and local improvement plans, if any.**

*Response:* Wheelless Road Elementary has a data room that used to track student achievement. The data is posted and updated on a regular basis with current benchmarks for review. Students who are struggling to perform on grade-level receive additional support through the Response to Intervention (RTI) process. The RTI Team recommends instructional strategies that will help students to excel academically. Retired educators have been hired to serve as tutors for our most academically at risk.





## Richmond County School System Schoolwide/School Improvement Plan

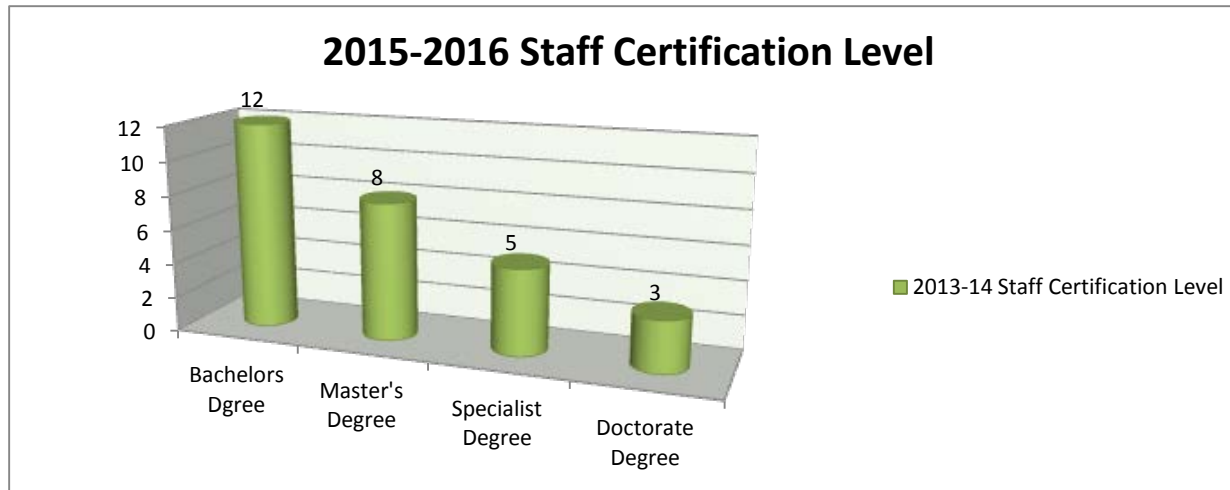


### **3. Instruction by highly qualified professional staff**

*Response:* Wheelless Road is a great place to work. Teachers are expected to utilize best practices and research-based strategies in addition to following the instructional framework daily. Teachers and students know and can explain the language of the standards. Teachers serve as the facilitators of the classrooms. Differentiation is prevalent and technology is integrated into the lessons to maintain active student engagement. Students are afforded numerous opportunities to work in a variety of settings and under a variety of conditions. These conditions and settings include working independently, in pairs, and small groups. Students work in the classrooms, the media center, computer labs, and mobile labs. The diversity of settings and arranged conditions offer students more than one opportunity to demonstrate mastery of the standards; while giving teachers multiple opportunities to provide ongoing commentary and specific feedback to students. Specific strategies and best practices are implemented with fidelity on a daily basis and tailored to fit the students' needs.



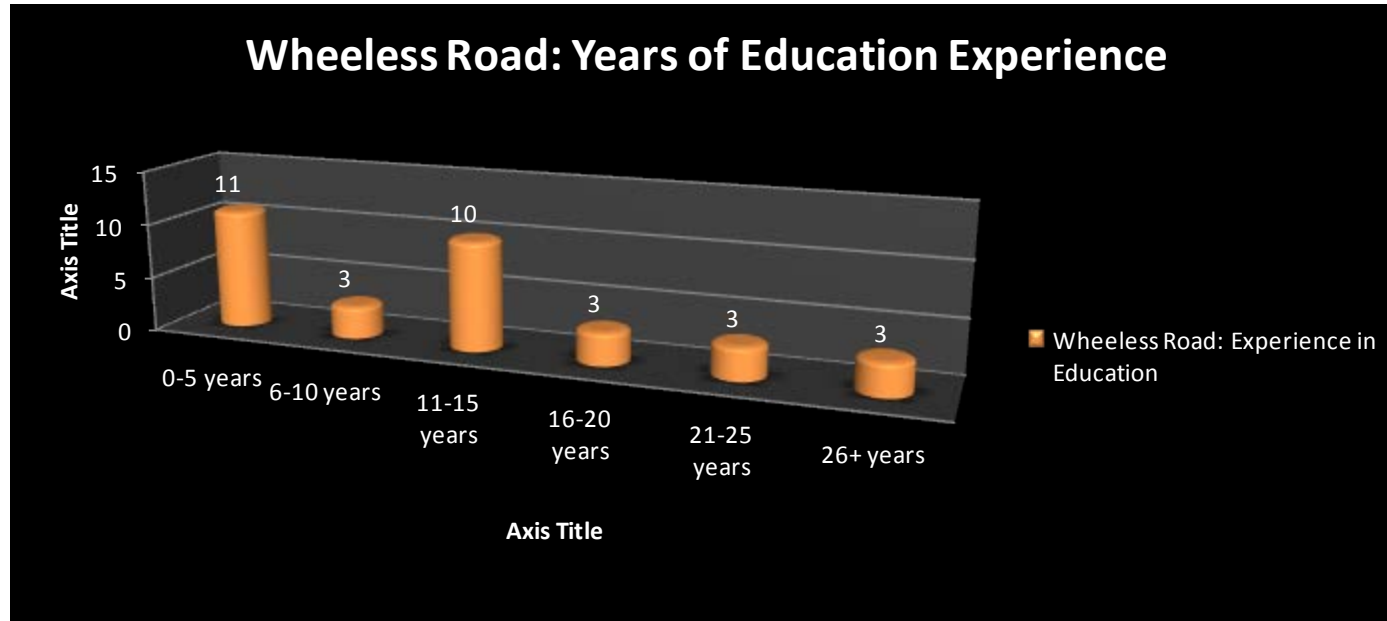
## Richmond County School System Schoolwide/School Improvement Plan



We provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. The district utilizes a strategic plan to ensure that it recruits and hires highly qualified instructors for the system. At the annual Richmond County Schools Teacher Recruitment Fair, all individuals who are interested in teaching in Richmond County Public Schools are afforded the opportunity to share their resumes and to meet with principals and representatives from all of the district schools. Representatives from the district human resources office are also available to answer questions from participants. The majority of the educators at Wheelless Road have six or more years of experience as analyzed by the data chart below:



## Richmond County School System Schoolwide/School Improvement Plan



New Teacher Orientation is provided at the beginning of the school year for all new teachers. Each new teacher is assigned a Teacher Support Specialist (TSS mentor) who provides ongoing support for new teachers. There is also district-level support for new teachers. Other support personnel, including the administrators, coaches, and grade-level chairpersons, also provide mentoring and instructional support for new teachers. The TSS meets monthly with their mentee to address any areas of concern. Additionally, instructional coaches provide on-going professional development for all teachers in areas where improvement is needed or areas that teacher's request they would like to enhance their skills. Teachers are provided the opportunity to develop in a teacher leadership capacity by serving in various leadership roles, including the following: Leadership Team members, grade-level chairpersons, TSS, and an activities coordinator.



## Richmond County School System Schoolwide/School Improvement Plan



4. In accordance with Section 1119 and subsection (a) (4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

### *Response:*

- A. Professional learning opportunities provided to the educators of Wheelless Road will be guided by the National Staff Development Council Standards for Professional Learning. The mission statement of this professional organization, *'Every educator engages in effective professional learning every day so that every student achieves.'* Will be our standard at Wheelless. We have worked extremely hard to ensure that professional learning and development is based on the unique needs of our school. We included teachers, administration, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs. To gain new ideas and learn new strategies and best practices, teachers meet with the instructional specialist, as well as the guidance counselor and media specialist on a weekly basis. Data is analyzed annually to determine root causes for gaps in achievement. For example, a root cause of a reading deficit was determined to be a lack of instructional time spent on reading across the curriculum. For that reason, we are focusing our efforts on literacy across the curriculum this year and working collaboratively with the GOSA Liaison during our weekly collaborative planning sessions. We believe that promoting the continuing education of our faculty and staff promotes the education of the student. With this in mind, our plan includes multiple series of professional development opportunities for professional learning based on staff self-evaluation on literacy and math rubrics. Teachers will identify their stages of proficiency in various research-based instructional strategies and knowledge and then select learning opportunities that will enhance areas of need. These opportunities will be provided throughout the 2015-16 school term. In addition to school-based opportunities, district level sessions will also be made available. Additional opportunities for professional development are provided during faculty meetings. Teachers will participate in school based professional learning courses throughout the school year in the areas of math/reading instruction; standards based instruction, classroom management and TKES.
- B. We have aligned professional learning and development with the State's academic content and student academic achievement standards . . . We have aligned professional development with the State's academic content and student academic achievement standards. Data analysis is being used continuously to identify specific academic weaknesses, influence curriculum decisions, and direct decisions regarding the types of high quality, sustained professional development offered to the school's staff.



## Richmond County School System Schoolwide/School Improvement Plan



Below are examples of professional learning opportunities that will be provided for teachers to assist in the identification of student difficulties and to provide the appropriate assistance for identified difficulties throughout the school year: RTI strategies thru the TIER model, i-Ready interventions, standards based classrooms, classroom management, data analysis, and implementation of learning stations, number talks, differentiated instruction and creating professional learning communities.

- C. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. Teachers at Wheelless Road Elementary are provided with professional development by the academic support specialist weekly during collaborative planning. A professional development calendar has been generated. The Governor's Office of Student Achievement has partnered with our school and a literacy coach has been assigned to coach and provide ongoing support for our teachers. We are devoting resources to implement professional development activities that address the root causes of academic problems. Teachers also engage in professional development and book studies provided by the administrators to develop an understanding of critical areas using root-cause analysis to address any weaknesses as a means to increase student achievement. In addition, the administrator and the instructional coach are providing professional development on learning styles and differentiated instruction to help the staff understand how students learn. We strongly believe that this understanding will further enable the faculty in addressing the individual learning needs of our students and will afford our staff an opportunity to engage in worthwhile and meaningful conversations. Additional growth opportunities will focus on classroom management, using stations in the classroom, differentiated learning and standards based classrooms. Teachers will subsequently demonstrate this skill in their daily lesson plans and classroom environment. Other innovative tools include; the hand-held study buddies, Study Island, IXL, i-Ready, Book-It reading program and Ticket to Read which has proven to be quite beneficial. In addition the Academic Instructional Specialist as well as the RC Liaisons from the Curriculum and Guanine and Testing Department will offer professional learning sessions on interpreting and analyzing data. We will also receive extensive ongoing professional learning on differentiating instruction as well as using the data to make instructional decisions.
- D. We have included teachers in professional development activities regarding the use of academic assessments. That will enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways...Teachers meet in teams with the instructional coach and administrator on a weekly basis. Together, they work to create lessons that are engaging and interactive as the teachers continue to use best practices daily, inspiring and motivating the students to meet the objectives and standards established.



## Richmond County School System Schoolwide/School Improvement Plan



The teams utilize collaborative planning and scoring to ensure mastery of every standard for each student. Effectively utilizing data from running records, observation, and formative assessments will better aid students in completing a cumulative performance assessment with accuracy. Consultants and Instructional Coach will be working with the teachers to assist them in the areas of assessment, differentiation, reading instruction, and data driven instructional practices. Teachers will be afforded to opportunity to attend various workshops and conferences to improve their instructional practices in Atlanta, Macon, and Savannah and locally. Conference focus areas will include, but not limited to; Common Core, and Effective Reading Instruction, Differentiated Instruction, i-Ready; Response to Intervention; Classroom Managements Strategies. Educators will also share in teachings from ASCD manuals to facilitate increased strategies and learning of students. There will furthermore be active-votes purchased for student usage, and additional laptop computers along with the setup equipment purchased to help teachers capture information to share and redeliver for the rest of the staff as they attend professional learning sessions and conferences.

### Professional Learning Plan

Professional Learning Related to SMART Goals	Professional Learning Timeline, Cost, and Responsibility			Monitoring	Professional Learning Results
What professional learning will occur to attain SMART goals?	Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resource	Person(s) Responsible	How will this professional learning be monitored?	What evidence or artifacts will indicate an improvement in student achievement?
<b>Differentiated instruction</b>	<b>September 2015- May 2016</b>	<b>Title I Kimberly Creagh (GOSA), Will Smith (School Improvement Specialist) iReady Interactive Notebooks Accelerated Reader Classworks</b>	<b>Academic Support Specialist, Teachers,</b>	<b>Classroom Observations, Lesson plans, Professional Learning Logs, Agenda, Sign-In Sheets, Photographs</b>	<b>Schoolwide data walls, Photographs, Student Station Activities, Lesson Plans, Progress Reports/Report Cards, Rubrics, Student work samples with teacher commentary, Formative and Summative assessments, Improved CCRPI Scores</b>



## Richmond County School System Schoolwide/School Improvement Plan



<b>Incorporating student learning stations for math and reading</b>	<b>September 2015-May 2016</b>	<b>Title I Instructional Funds iReady Interactive Notebooks Accelerated Reader Classworks</b>	<b>Academic Support Specialist, Administrative Intern</b>	<b>Classroom Observations, Photographs, Lesson Plans, Walk-thrus/focus walks, Progress monitoring, Data digs, Collaborative Planning</b>	<b>Schoolwide data walls, Photographs, Student Station Activities, Lesson Plans, Progress Reports/Report Cards, Rubrics, Student work samples with teacher commentary, Formative and Summative assessments, Improved CCRPI scores</b>
<b>Classroom management strategies</b>	<b>September 2015-May 2016</b>	<b>Title I</b>	<b>Tina McGee, Administrative Intern</b>	<b>Observations, Discipline referrals, Data, Notebooks, Parent Logs, Counseling</b>	<b>Discipline Referrals, Student Agendas, Meeting Agendas, Positive School Climate (staff)</b>
<b>Effective strategies of PBIS</b>	<b>September 2015-May 2016</b>	<b>Title I</b>	<b>Tina McGee, Counselor, Administrative Intern, Principal</b>	<b>Discipline referrals, Classroom observations, Lesson Plans, Agendas, Behavior Plans, Progress Reports/Report Cards, Assigning Peer Mentors</b>	<b>Decline in Discipline Referrals, Positive Peer Relationships, Positive School Climate (student/staff/community)</b>



## Richmond County School System Schoolwide/School Improvement Plan



5. Strategies to attract high-quality highly qualified teachers to high-need schools.

*Response:*

We will provide instruction by hiring highly qualified teachers who meet the standards established by the state of Georgia. (Use HiQ Report and school staff roster. Indicate how certification deficiencies are being addressed.) The RCS Human Resource Department host a Recruitment Fair in the spring of the year; on-site interviews. A school-based team is established to interview potential candidates in an effort to recruit quality teachers.





## Richmond County School System Schoolwide/School Improvement Plan



### 6. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.

#### *Response:*

- A. We have involved parents in an organized, ongoing, and timely manner in the planning, review, and improvement of our school-wide programs. Parents are invited to participate in focus groups sessions monthly. They review the data during Title I meetings, attend planned workshops in addition to meeting with our Parent facilitator. Parents are invited to academic workshops, worthwhile literacy sessions, make-in-take workshops, and invited to actively engage in meaningful, worthwhile dialogue/conversations with other parents who are experiencing some of the same issues.
- B. We have developed a parent involvement policy included in our appendices that
- includes strategies to increase parental involvement (such as family literacy services)
  - describes how the school will provide individual student academic assessment results, including an interpretation of those results
  - makes the comprehensive school wide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)
  - describes the compacts that included with policy
  - includes a Parent Involvement checklist
  - Involves parents in their children's education as a critical component of ensuring student success.
- C. In an effort to increase parent involvement, we have implemented the following activities and/or strategies:
- Included parents in the development and implementation of the school's Title I Plan by having Parent Advisory Committee
  - Subscribing to academic magazines to include Reading Connection and others and purchasing supplies and materials needed to support parental involvement activities.
  - Election of parents to serve on the PTA Advisory Board, as well as attend PTA meetings, to discuss school improvement projects, as well as school and student needs.
  - Invitations to parents to attend parent/teacher conferences and RTI meetings to review student performance and discuss ways to improve student achievement.



## Richmond County School System Schoolwide/School Improvement Plan



- Offering academic workshops for parents and students to attend together so that parents can stay involved and learn ways to help their children at home.
  - Encouraging parents to volunteer at the school in a variety of ways, including assisting in the classrooms, chaperoning field trips, or supervising school-related activities and events.
- D. We have developed a parent involvement policy included in our appendices that includes strategies to increase parental involvement (such as family literacy services) describing how the school will provide individual student academic assessment results including an interpretation of those results making the comprehensive school-wide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters) compacts required – included with policy and Parent Involvement checklist. Parent University will be implemented. It will consist of a series of weekly workshops focusing on strategies to help your student achieve academically. The workshops will be lead by Parent Facilitator Thaedra Williams and assisted by the academic support specialist, Jennifer McKinney-Evans.
- E. We will offer a flexible number of meetings, such as meetings in the morning or evening and may provide, with funds provided under Title I, transportation, child care, or home visits, as such services relate to parental involvement by...
- Offering meetings in the morning and evening for our parents in the form of parent workshops, PTA meetings, and School Council meetings.
  - Home visits have been conducted by our teachers as well as the Parent Facilitator. Transportation has been offered to parents in reference to job searches, utility assistance, and clothing and food giveaways.
  - 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.
  - Each parent at Wheelless Road Elementary School was issued a Parent's Right to Know Letter generated by the Central Office of the Richmond County Board of Education. Parents were also invited to our Title I Annual Meeting in August, and afforded the opportunity to participate in the School Council. Parents were also given a survey at our Open House in August; this allowed them to voice their opinion and offer suggestions on what should be offered at the school.



## Richmond County School System Schoolwide/School Improvement Plan



- 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 schools and parents will build and develop a partnership to help children achieve the state's high standards by...  
The school-parent compact was updated on May 16, 2013 at our End of the Year Title I Meeting. Parents were given an opportunity to contribute suggestions on the wording of the compacts. Compacts are issued on an on-going basis to returning and new students. They are available, at all times, in the office of the Parent Facilitator.
- G. We will provide the 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 the Title I, Part A, how to monitor their child's progress, and how to work with educators, by...  
The school's Instructional Coach discussed with parents at the Title I Annual Meeting in August what assistance is available to parents in reference to academic standards and academic assessments. Parents are continuously encouraged to monitor their child's progress, and are regularly invited to attend parent-teacher conferences regarding their child's academic performance.
- 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...
- Materials and training are available at Wheelless Road to assist parents in working with their child to improve his or her achievement. Literacy training workshops have been offered at Wheelless Road to help students in language and math development. Our computer labs and media center are available for use by our parents. We also have a Parent Resource Center from which parents can check out materials to use at home with their children. Dr. Linda Fraser will begin offering parent workshops in January 2014. Volunteer training is offered on a monthly basis. Our parent volunteers work in the office, the media center, classrooms, and chaperone field trips.
  - 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 schools, by...  
Wheelless Road provides ongoing professional development for their teachers. We also have a New Teachers Academy which was instituted this school year. Our teachers understand the value and importance of forging positive



## Richmond County School System Schoolwide/School Improvement Plan



relationships with the parents of their students. We encourage our parents to participate at Wheelless Road in academic and social activities with their children.

- We will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, are sent to 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. In order to communicate effectively with parents/guardians, it is important that school-related communications be provided in simple, parent-friendly language. We will share information related to school and parent programs, meeting, and other activities in a variety of ways, including;
  - Title I literature/flyers
  - Personal phone calls as needed
  - School website [www.wheeless.rcboe.org](http://www.wheeless.rcboe.org)
  - Wheelless Road Pre-K newsletter
  - Camus Messenger
  - Parent-Teacher Conferences
  - Weekly folders

We will provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, and parents with disabilities

We have involved parents in the planning, review, and improvement of the comprehensive school wide program plan

We have developed a parent involvement policy included in our appendices that

- includes strategies to increase parental involvement (such as family literacy services)
- describes how the school will provide individual student academic assessment results, including an interpretation of those results
- makes the comprehensive school wide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)
- compacts required – include with policy
- Parent Involvement checklist included



## Richmond County School System Schoolwide/School Improvement Plan



Involving parents in their children's education is a critical component of ensuring student success. In an effort to increase parent involvement, we have implemented the following activities and/or strategies:

- Including parents in the development and implementation of the school's Title I Plan by having Parent Advisory Committee Meetings.
- Subscribing to academic magazines to include Reading Connection and others and purchasing supplies and materials needed to support parental involvement activities.
- Election of parents to serve on the PTA Advisory Board, as well as attend PTA meetings, to discuss school improvement projects, as well as school and student needs.
- Invitations to parents to attend parent/teacher conferences and RTI meetings to review student performance and discuss ways to improve student achievement.
- Offering academic workshops for parents and students to attend together so that parents can stay involved and learn ways to help their children at home.
- Encouraging parents to volunteer at the school in a variety of ways, including assisting in the classrooms, chaperoning field events.
- We have developed a parent involvement policy included in our appendices that includes strategies to increase parental involvement (such as family literacy services) describing how the school will provide individual student academic assessment results, including a interpretation of those results making the comprehensive school-wide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters) compacts required – included with policy and Parent Involvement checklist included
- Parent University will be implemented. It will consist of a series of weekly workshops focusing on strategies to help your student achieve academically. The workshops will be lead by Parent Facilitator Thaedra Williams and assisted by the instructional Coach Jennifer McKinney-Evans.
- We will offer a flexible number of meetings, such as meetings in the morning or evening and may provide, with funds provided under Title I, transportation, child care, or home visits, as such services relate to parental involvement by...

We have offered meetings in the morning and evening for our parents in the form of parent workshops, PTA meetings, and School Council meetings. Home visits have been conducted by our teachers as well as the Parent Facilitator. Transportation has been offered to parents in reference to job searches, utility assistance, and clothing and food giveaways. Child care has not been an issue at this time. 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



## Richmond County School System Schoolwide/School Improvement Plan



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...

- Each parent at Wheeless Road Elementary School was issued a Parent's Right to Know Letter generated by the Central Office of the Richmond County Board of Education. Parents were also invited to our Title I Annual Meeting in August, and afforded the opportunity to participate in the School Council. Parents were also given a survey at our Open House in August; this allowed them to voice their opinion and offer suggestions on what should be offered at the school.
- 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 schools and parents will build and develop a partnership to help children achieve the state's high standards by...
- The school-parent compact was updated at the start of the school term at our End of the Year Title I Meeting. Parents were given an opportunity to contribute suggestions on the wording of the compacts. Compacts are issued on an on-going basis to returning and new students. They are available, at all times, in the office of the Parent Facilitator.
- We will provide the 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 the Title I, Part A, how to monitor their child's progress, and how to work with educators, by The school's Instructional Coach discussed with parents at the Title I Annual Meeting in August what assistance is available to parents in reference to academic standards and academic assessments. Parents are continuously encouraged to monitor their child's progress, and are regularly invited to attend parent-teacher conferences regarding their child's academic performance.
- 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...
- Materials and training are available at Wheeless Road to assist parents in working with their child to improve his or her achievement. Literacy training workshops have been offered at Wheeless Road to help students in language and math development. Our computer labs and media center are available for use by our parents. We also have a Parent Resource Center from which parents can check out materials to use at home with their children. Several community based partners offered parent workshops throughout the school year. Volunteer training is offered on a monthly basis. Our parent volunteers work in the office, the media center, classrooms, and chaperone field trips.



## Richmond County School System Schoolwide/School Improvement Plan



- 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 schools, by...
- Wheelless Road provides ongoing professional development for their teachers. We also have a New Teachers Academy which was instituted this school year. Our teachers understand the value and importance of forging positive relationships with the parents of their students. We encourage our parents to participate at Wheelless Road in academic and social activities with their children.
- We will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support partners in more fully participating in the education of their children, by...
- Wheelless Road has an ongoing collaboration with Head Start. This partnership has allowed our Pre-K classes to go on field trips to various locations in Georgia and South Carolina. It has also given our students help with their dental and nutritional needs. Wheelless Road attends to begin a Saturday Academy in January 2014 that will provide assistance to students who need help academically. At the latter part of our school year, our Pre-K and 5<sup>th</sup> grade classes will participate in activities preparing them for their transition to K and 6<sup>th</sup> grade, respectively. Wheelless Road also has a parent resource center that encourages and supports parents more fully participate in the education of their children.
- We will take the following actions to ensure that information related to the schools 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...
- We continuously provide our parents with information related to our school, parent programs, meetings and other activities in various formats: flyers, the school website, Global Connect, and handouts placed on the counter in the front office. We have provided information to students in their native language, Spanish, as well. There is an ESOL teacher who services Wheelless Road, and works with our students whose family members are not proficient in English.
- 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 ESES in an understandable and uniform formats and including alternative formats upon request, and, to the extent practicable, in a language parents understand by...
- We have provided information to students in their native language, Spanish, as well. There is an ESOL teacher who services Wheelless Road, and works with our students whose family members are not proficient in English. Despite



## Richmond County School System Schoolwide/School Improvement Plan



- their language barriers, our parents are actively involved in the day to day operation of Wheelless Road. They have participated in many of our parent meetings, field trips, and social activities at Wheelless Road.





## Richmond County School System Schoolwide/School Improvement Plan



### **7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.**

#### *Response:*

- A. Following are our plans for assisting preschool children in the transition from early childhood programs. Also included are transition plans for students entering middle school or high school and entering from private schools plus students entering our school throughout the school year . .

Below is the plan for assisting preschool children in the transition from early childhood programs. Also included is the transition plan for students entering middle school.

#### **Pre-K to Kindergarten**

A Pre-K Orientation is held to invite new parents and students to the classroom for activities. During the first week of school, the teacher and paraprofessional help the students practice cafeteria procedures (i.e. standing in the lunch line, entering Identification numbers are placed into the system, and carrying their own lunch tray), as well as procedures for walking quietly in a straight line in the hallway. Throughout the year, the teachers continue to practice routines and procedures and work with students to prepare them to become kindergarten students. At the end of the school year, pre-kindergarten classes from the community are invited to visit the school's kindergarten classes. They come and spend the morning in the kindergarten classrooms. Furthermore, at the end of the year, an awards ceremony is held for all pre-kindergarten students in an effort to recognize them for their hard work and achievement.

#### **Elementary to Middle**

Wheless Road fifth grade students visit the middle school in our feeder zone, which is Murphy Middle School. This visit is coordinated by the counselors from both schools. Students are given an orientation and overview of middle school, including the expectations, curriculum, and schedule by the middle school students and staff members. Students are also provided the opportunity to see presentations by student representatives involved in various clubs and extra-curricular activities. In addition, selected middle school students and teachers also visit our school to talk to the fifth grade students about signing up for different sports, clubs, and music programs.



## Richmond County School System Schoolwide/School Improvement Plan



- 8. Measures to include teachers in the decisions regarding the use of academic assessments described in Section 1111(b) (3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.**

*Response:*

We are providing activities to ensure that students who experience difficulty mastering proficient or advanced leveled of academic achievement standards shall be provided with effective, timely additional assistance. The teachers are included in the decision making process regarding use of academic assessment. The academic support specialist meets with the grade level team to collaboratively plan and to address the myriad of issued at the various grade levels. Examples of the standards-based assessments used by RCS are i-Ready benchmarks and dibels. RCK12 Rubicon has a variety of formative and summative assessments as well as those from the Department of Education frameworks. Teacher also utilize culminating projects, which are graded via a rubric. Research shows that teacher commentary is far more effective than re-teaching. Thus, teachers provide specific feedback to the students for the standards-based assessments so that students will have another opportunity to demonstrate mastery of the standards. Teachers also provide students with samples of student work, as well as the rubric, before assigning the task to the students. This gives the students an opportunity to see what mastery level work looks like and compare it to work that does not meet the standards. Additionally, teachers (as a grade-level) present at least one of their culminating projects to the staff during faculty meetings. This gives teachers an opportunity to share their ideas and strategies with all of their colleagues, as opposed to only with the colleagues on their grade-level. This also serves as a method of monitoring and evaluation, as the entire faculty can provide feedback and suggestions on each assessment.



## Richmond County School System Schoolwide/School Improvement Plan



- 9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by Section 1111(b)(1) shall be provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.**

*Response:*

- A. We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Those activities are . . . (Especially for those students who are struggling.)
- Intervention (which includes additional time for Tutorial/Remediation), After School Academy, and an infusion of leveled readers to increase the desirability and the readability of literature across the curriculum. As an added incentive to read, the principal will institute a principal's book of the month.
  - Early Intervention Program
  - Universal Screener (i-Ready Dibels)
  - Other assessments (Benchmark, Accelerated Reader, IXL, Ticket to Read, i-Ready, Brain Child, and daily classroom assessments.)
  - Academic Support Specialist to deliver staff development, to teach/demonstrate lessons, and to facilitate model classroom
  - Special education teachers to teach identified students in co-teaching, collaborative or resource models based on the needs of the students.
  - An ESOL teacher to teach identified Limited English Proficiency students
  - A Gifted Teacher to teach identified gifted students in a resource or advanced content model
  - Composition notebooks, journal, writing materials
  - School wide FLP intervention block
  - RTI team to address the unique and specific needs of students
  - Lap tops, study-buddies, software upgrades; white boards in every classroom; flash drives to save documents;
  - Flexible groups are created for remediation and enrichment, and Intervention
  - Retired educators to serve as tutors for our most academic at risk students in grades 3-4-5
  - GOSA consultant and liaison



## Richmond County School System Schoolwide/School Improvement Plan



The teachers are expected to implement specific, individualized strategies for the identified students for four to six weeks in an effort to improve student academic and/or behavioral performance. Should the strategies prove to be unsuccessful in Tier II or Tier III, then the team may seek a referral for educational testing. Once the evaluation process is finished, the RTI team meets again to review the results and determine the best course of action to take for the student. Another method is through the Early Intervention Program (EIP).

Teachers that are identified as having difficulty are provided release time to do peer observations with the instructional coach. The instructional coach models lessons for those teachers on a regular basis. The teachers and the instructional coach participate in post-conference sessions to discuss their observations and to address any questions or concerns. Written reflections and questions about the observation are shared with the coach and the administrator. Additionally, the teachers invite the coach to observe and provide written feedback in various areas, such as classroom management, maximizing use of instructional time, differentiation, and providing effective responses to student performance.

Teachers who are experiencing difficulty with classroom management may observe peer teachers for effective classroom management strategies and best practices. In addition, they may register for suggested courses or workshops on classroom management. Other types of professional learning may include videotaping themselves or reading professional literature.



# Richmond County School System Schoolwide/School Improvement Plan



## Progress Monitoring (PM) of Implementation and Strategies

Program Used for Progress Monitoring	Evidence	Baseline Data	PM GOAL 1	PM Goal 2	PM Goal 3
iReady Benchmark			<b>Demonstrate continuous improvement towards mastery of common core standards(student academic achievement). Instructional Practices that Improve student learning. Timely Systematic and data driven interventions. Professional learning. Data Talks</b>	<b>Demonstrate continuous improvement towards mastery of common core standards (student academic achievement). Instructional practices that improve student learning. Timely Systematic and data driven interventions. Professional Learning. Data talks</b>	<b>Demonstrate continuous improvement towards mastery of common core standards (student academic achievement). Instructional practices that improve student learning. Timely Systematic and data driven interventions. Professional learning. Data talks</b>
iReady			<b>Demonstrate continuous improvement towards mastery of common core standards (student academic achievement)</b>	<b>Demonstrate continuous improvement towards mastery of common core standards (student academic achievement)</b>	<b>Demonstrate continuous improvement towards mastery of common core standards (student academic achievement)</b>
PBIS Attendance Task Force			<b>Witness a decline in disciplinary referrals schoolwide. Systematic Collaborative Planning. Climate Survey improvement</b>	<b>Witness a decline in disciplinary referrals schoolwide. Systematic Collaborative Planning. Climate</b>	<b>Witness a decline in disciplinary referrals schoolwide. Systematic Collaborative Planning. Climate Survey Improvement</b>



## Richmond County School System Schoolwide/School Improvement Plan



### **10. 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**

*Response:*

- A. 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 school-wide plan.

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 school-wide plan. All Title I resources and programs are used to directly impact and improve student achievement in an effort to reach the school improvement goals that were identified. A more detailed list of the programs and resource utilized are listed below.

*Response:*

Below is a list of state, local, and federal programs that are utilized or will be utilized at Wheelless Road this school year:

- AIMS Web
- Criterion Online Writing Assessment
- Early Intervention Program
- Math Exemplars
- Program for Exceptional Children
- Response to Intervention

*Response:*

Human resources funded by Title I include teachers, augmented teachers, paraprofessionals, and an instructional coach. Technological resources include funding online programs to assist teachers with providing effective strategies to use in the classrooms that will improve or enhance instruction, as well as other types of resource materials. Finally, professional learning activities and/or conferences will be utilized to help teachers grow or improve in identified areas of weaknesses.



## Richmond County School System Schoolwide/School Improvement Plan



### **11. Description of how individual student assessment results and interpretation will be provided to parents.**

*Response:*

Assessment data is articulated throughout the school year using various means of communication. A system of communication is maintained that allows parents to be informed on student progress and test data results. This information is made available by means of weekly signed papers, telephone calls, school score card, state of the school address, progress reports, classroom performance on report cards, and individual parent conferences requested by the parent or the teacher. In addition, “test prep chats” are being held throughout the year with the students. During “chats,” every homeroom teacher student meets with his or her students to review their test results, and assessment data to establish academic goals to meet for each grading period. A copy of each student’s test results, along with a letter explaining what the results mean, is sent home with the students so that they can review this information with their parents. Parents who still have questions or would like for the teachers to explain it to them are asked to request a parent conference.



## Richmond County School System Schoolwide/School Improvement Plan



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

*Response:* The College and career Ready performance Index (CCRPI) is a comprehensive school Improvement, accountability, and communication platform, for all educational stakeholders that will promote college and career readiness for all Georgia's public school students. The CCRPI is available to parents and the community on the Georgia Department of education website ([www.doe.k12.ga.us](http://www.doe.k12.ga.us)).

Each RCS publishes district accountability reports annually. The report includes trends in data and highlight programs that schools are implementing to increase student achievement.

An annual Title I meeting is held at the beginning of each school year. During this meeting, the school's Georgia Milestone Assessment data is shared with parents, teachers, and community members. In addition, a copy of the School Improvement Plan is posted on the district's website along with the results for every school in the district for public viewing.





## Richmond County School System Schoolwide/School Improvement Plan



### **13. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.**

*Response:* The school has a testing place to ensure that the results for each category are valid and reliable. This plan includes specific procedures and protocols that the teachers, guidance counselor, instructional coach and administrator must follow. All certified staff is required to complete a testing professional learning session. In addition, the tests are kept in a safe and secured location during times of non-testing, and they are returned to the district testing coordinator immediately after the testing process is complete. This process ensures that the results will be valid and reliable.



## Richmond County School System Schoolwide/School Improvement Plan



### 14. Provisions for public reporting of disaggregated data.

*Response:* The initial disaggregation of the data is received prior to the end of the year. Historically, during the month of July, Georgia Department of Education launches the results of the Georgia Milestones Assessment. Upon the opening of the school year, the administrative team will lead the teachers through the process of disaggregating the data of annual yearly state assessment to better assess specific needs of the school.

This data is used in combination with the universal screener and benchmark results to determine strengths and weaknesses by teacher, grade-level, subject area, strand, as well as school-wide. SMART goals are then created by grade-level and subject area.



## Richmond County School System Schoolwide/School Improvement Plan



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

*Response:* The school improvement plan is updated on a yearly basis in an effort to ensure that the data included in the report is current. This data is used to help make decisions regarding staffing and professional development, as well as set new goals for the upcoming school year.



## Richmond County School System Schoolwide/School Improvement Plan



**16. 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:* All stakeholders, including administrators, teachers, other school staff, and parents who will carry out the plan played an active role in the development of the plan to obtain buy-in and ensure that they thoroughly understood the document and its critical importance. We encourage participants to provide input at the planning meetings and through the document reviews, parent surveys, and e-mails. We solicited input from our stakeholders on best ways to nurture, motivate, and increase student engagement in learning.



## Richmond County School System Schoolwide/School Improvement Plan



### **17. Plan available to the LEA, parents, and the public.**

*Response:* A copy of the Wheelless Road Elementary School's revised Schoolwide Plan is available to the LEA at the RCBOE Title I Office. Additional copies can be found on the school's website, and a hard copy is available in the school's media center for parents, the principals' office, and the parent facilitator's office to view when desired.



## Richmond County School System Schoolwide/School Improvement Plan



**18. 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:* Portions of this plan will be translated, when necessary, to the extent possible. These documents might include;

- The Parent Involvement Policy
- The Calendar of Events
- The School-Parent Compact



## Richmond County School System Schoolwide/School Improvement Plan



### **19. Plan is subject to the school improvement provisions of Section 1116.**

*Response:* As stated in the GA ESA Flexibility Waiver Georgia is no longer held accountable for requirements of the Elementary and Secondary Education Act (ESEA) section 11166 (b) that require LEAs to identify school for Improvement, corrective action, or restructuring when they have not made AYP for two or more years, The Georgia ESEA Flexibility Waiver instead requires the SEA to identify Title I schools as having a Priority, Focus, Alert, or reward status.

The ESEA requirement for parent involvement and parent notification has not changed. There are specific requirements for parental notification of a Title I school's status as Priority, Focus, or Alert. Title I schools that are identified as Property or Focus are required to provide Flexible Learning Programs (FLP) to increase time spent on learning. Priority and Focus schools are required to invite all parents to be involved in the design of the FLP. In addition, these schools are required to notify parents of their child's eligibility to participate in FLPs. Furthermore, Priority and Focus schools are required to develop a Memorandum of Agreement (MOA) between the LEA and the SEA. Memorandums of Agreement have multiple requirements as outlined in the Georgia ESEA Flexibility Waiver.