GEORGIA DEPARTMENT OF EDUCATION
SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE	
School Name: Gracewood Elementary	**District Name: Richmond County**
Principal Name: Chris Neal	School Year: 2013-2014
School Mailing Address: 2032 Tobacco Road, Augusta, GA 30906	
Telephone: 706-796-4969	
District Tile I Director/Coordinator name:	
District Title I Director/Coordinator Mailing Address:	
Email Address:	
Telephone:	

ESEA WAIVER ACCOUNTABILITY STATUS (Check all boxes that apply and provide additional information if requested.)					
Priority School ♯			**Focus School** ♯		
Title I Alert ♯					
Subject Alert	♯	List Subject (s)	Sub-Group Alert	♯	List Subgroup(s)
Graduation Alert	♯	List Subgroup(s)			
Principal's Signature:				Date:	
Title I Director's Signature:				Date:	
Superintendent's Signature:					
Revision Date: September 27, 2013		Revision Date: October 11, 2013		Revision Date: January 27, 2014	

Title I Schoolwide/School Improvement Plan

Planning Committee Members:

NAME	POSITION/ROLE
Chris Neal	Principal/Chair
Lisa Hughey	Instructional Coach
Kris Koellner	5th grade Teacher – Leadership Team representative
Tonia Ellis	5th grade Teacher
Tamashia Burton	4th grade Teacher
Christal Van De Loo	3rd grade Teacher
Shakeyla Settles	Kindergarten Teacher
Evelyn Griffin	Special Education Teacher
Sandi Hockenberry	School Council – parent
Lorie Bennett	School Council – parent
Robin Lee-Myricks	Title One Consultant
Vel Bussey	Title One Parent Facilitator
Kathy Bodenhamer	Media Specialist

SWP Components

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

Response:

    A. Working together to achieve excellence, the students, parents, partners-in-education and staff at Gracewood Elementary School (GES) are committed to providing a positive learning experience for our students. We have developed our Title I school-wide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Stakeholders involved in the development of the plan were all of the members of the planning committee as noted on page 3 of this document.

    Members of the Leadership Team provides leadership and support in the coordination and implementation of our Title I School Improvement Plan. As a result of discussions and planning which evolved from Title I, leadership, school council and school-wide committee meetings; ideas, curriculum needs and adjustments are made annually to our Title I School Improvement Plan. Stakeholders are continually asked to provide comments and suggestions for the purpose of gaining consensus on the priorities for improving student learning that should be reflected in our school improvement plans. Based on the results of performance data and the feedback provided by our stakeholders, SMART goals are developed each year. SMART goals for the 2013-2014 school year are included at the end of this section.

GES has well-developed vision, mission and beliefs statements which provide a focus for improving school performance. Beliefs and mission statements were collaboratively developed and are reviewed yearly by all stakeholders. Both the district and school mission statements are posted in every classroom.

GES supports shared governance and stakeholder input in implementing policies and procedures to promote the effective operation of the school. Student achievement is the top priority of our school. The Leadership Team is responsible for maintaining a vision for our school and a focus on student learning. Faculty and staff have a voice in decisions that affect the entire school. The Leadership Team seeks input from all staff to ensure that high quality professional learning opportunities are ongoing and are an essential component of our instructional program.

Stakeholders are provided opportunities to become actively involved in the decision making process at Gracewood. Staff participates in budget proposals and are allocated funds to spend according to their own instructional needs as determined by our school improvement plan. Materials are purchased to support all academic content areas along with parental involvement. Yearly budgets and funding are also discussed with our stakeholders.

GES is proud of the academic support we provide our students. In addition to the regular education program, we offer Special Education, Gifted Education, the Title I Program,

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ESOL, Pre-K, RTI and the Georgia Early Intervention Program (EIP). All of these programs are designed to support the varying academic needs of our students.

Student performance data, surveys from parents, students and staff also provide valuable information to assist in determining our needs. Our school-wide improvement plan is a direct reflection of the data derived from all of these sources. During planning and disaggregation of data, particular attention is given to addressing the academic and behavioral needs of all students including economically disadvantaged, various ethnic groups, and special education.

Gracewood Elementary did not meet the state's annual measurable objective goal in the content areas of math missing the performance target by 16% as measured by the CRCT for the school year 2012-2013. We have focused school wide attention on improving math fluency and developing number sense concepts in math. Additionally, we have focused on improving student writing scores on the Georgia Writing Assessment. We are also working on increase communication in math by having students utilize math journals to improve critical thinking, problem solving and vocabulary acquisition.

We continually analyze data through data teams in order to meet the academic needs of all students and to drive instructional decisions. Data Teams focus on formative data based on Common Core Georgia Performance Standards (CCGPS). We continually pre-assess students on standards, develop instructional plans and analyze post assessment data to determine if re-teaching is needed to achieve mastery.

Our student population represents various ethnic and economic backgrounds. We have a significant transient population. Our enrollment usually fluctuates between 400 and 445 students throughout the year. We also seek to improve parental involvement; however busy schedules and economic issues often limit parent involvement. We do however; continually work to provide opportunities during and after school hours for parents to become involved in the school setting.

Each year, test results from numerous assessment pieces are analyzed to identify specific strengths and weaknesses in student performance. This information is used to guide and differentiate instruction using various teaching strategies from the Best Teaching Practices in Mathematics and Reading. Also, our teachers are trained in teaching strategies from learning focus. Data is collected from CRCT, Georgia Writing Assessments for grades 3 and 5, ACCESS for ELL(English Language Learners), RCSS Periodic Assessment Reviews, MClass math and DIBELS assessing reading skills, portfolios, student writing samples, Accelerated Reader, G-KIDS, and AIMSweb and RCSS Performance Tasks for each content area.

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B. We are using formative and summative assessments to document student growth. Often school summaries of the CRCT test results do not reflect the significant gains that many of our students have made over the year. All teachers regularly participate in collaborative Data analysis in order to develop goals and strategies to address and meet Common Core Georgia Performance Standards (CCGPS). Teachers continue to receive ongoing support in analysis of classroom assessment to drive their instruction. All teachers attend collaborative planning with administrators, and other district support personnel. These meetings focus on data as well as county initiatives, researched based instructional strategies, and effective programs that will enable us to meet the needs of all of our students. Once the data is thoroughly reviewed, teachers decide upon areas of focus based upon identified weaknesses and plan lessons and activities collaboratively to support instruction in all classrooms. Our teachers differentiate instruction (content, product, environment, presentation) to reach all students. Technology has been a priority for GES over the past four years and students have responded positively to the upgraded technology (promethean boards, net books, e-readers and additional student computers).

C. At this time Gracewood Elementary has no migrant students. However, these are the procedures we would follow should those students be in attendance.

- 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 current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. For example, we reviewed the most recent CRCT data for 2012-2013so that we could determine our strengths and weaknesses. A summary of the results are listed below:
  ➢ Math-__70%__
  ➢ Reading/ELA- 86% / 79.78%
  ➢ Science-_71.98%___
  ➢ Social Studies-_67.58%___
  ➢ 5th Grade Writing – _58%___

This data assisted us in developing goals for our Needs Assessment Plan, as well as the necessary action steps that we need to take to increase student achievement in these areas. Although we were successful in reaching the goals in order to meet Performance Targets, we

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must continue to show gains all content areas for the upcoming school year and make significant gains in order to continue to reach the standards set forth by the Department of Education.

E. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards and the State student academic achievement standard including
  ➢ Economically disadvantaged students . . .
  ➢ Students from Major racial and ethnic groups . . .
  ➢ Students with disabilities . . .
  ➢ Students with limited English proficiency . . .

CRCT Percent Proficient Report – Gracewood Elementary		
2012-2013 English/Language Arts		
SUBGROUPS-STUDENTS	**% Not Proficient**	**% At or Above Proficient**
All Students	20.22	79.78
SWD	50.00	50.00
Black, not Hispanic	18.18	81.82
Nat. Hawaiian/Other Pac Islander	50.00	50.00
White, not Hispanic	22.73	77.27
2012-2013 English/Language - READING		
SUBGROUPS-STUDENTS	**% Not Proficient**	**% At or Above Proficient**
All Students	13.64	86.36
SWD	25.00	75.00
Black, not Hispanic	15.45	84.55
Nat. Hawaiian/Other Pac Islander	50.00	50.00
White, not Hispanic	9.38	90.63
2012-2013 Math		
SUBGROUPS-STUDENTS	**% Not Proficient**	**% At or Above Proficient**
All Students	29.55	70.45
SWD	25.00	75.00
Black, not Hispanic	31.82	68.18
Nat. Hawaiian/Other Pac Islander	100.00	0
White, not Hispanic	23.44	76.56
2012-2013 Science		
SUBGROUPS-STUDENTS	**% Not Proficient**	**% At or Above Proficient**
All Students	28.02	71.98
SWD	42.86	57.14
Black, not Hispanic	32.74	67.26
Nat. Hawaiian/Other Pac Islander	50.00	50.00

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White, not Hispanic	19.40	80.60
2012-2013 Social Studies		
SUBGROUPS-STUDENTS	**% Not Proficient**	**% At or Above Proficient**
All Students	32.42	67.58
SWD	57.14	42.86
Black, not Hispanic	35.40	64.60
Nat. Hawaiian/Other Pac Islander	100.00	0
White, not Hispanic	25.37	74.63

The data from the 2013 CRCT has been compiled and distributed to the appropriate grade levels. The administrators and instructional coach will lead the teachers in a data disaggregation analysis to determine areas of deficiencies and strengths of each sub population group. Lessons will then be planned for those pupils to both remediate and enrich. Additionally, Periodic Assessment Review (PAR), DIBELS, and AIMSweb data from will be disaggregated to offer additional statistics to the teachers. This disaggregation will benefit not only the sub populations who have tremendous needs, but it will greatly benefit all students by identifying the needs of every student.

F. The data has helped us reach conclusions regarding achievement or other related data.
  ➢ The major strengths we found in our program were Fluency and Data Analysis. Also, an upward trend is being noticed in the area of Number Operations.
  ➢ The major needs we discovered were found in Informational Reading. Students need additional practice in scanning for information and reading charts (both in words and in graphic form), and in higher order thinking that will result in better research and writing.
  ➢ The needs we will address are: Students need to read more informational material. Scanning the material for answers needs to be better developed by teachers giving more guidance in how to obtain answers from material in both word and graphic representation. This, in turn, will flow into the areas of science and social studies. Integrating these two subjects with math and language arts, respectfully, will give the pupils opportunities to practice the skills that they are learning in across the curriculum, as opposed to doing so in isolation. Furthermore, this cohesiveness throughout the curriculum will provide students with more opportunities to develop and use analysis, evaluation, and synthesis of material.
  ➢ The specific academic needs of our students that are to be addressed will be developed through daily instructional focus lessons and implemented through classroom lessons, as well as monitored closely using many formative assessments toensure that the standards are being met for every student identified.
  ➢ The ROOTCAUSE(s) that we discovered for each of the needs were as follows: The teachers indicated that a need exist for additional professional development and modeling. They have a strong desire for learning new and effective ways to teach the

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> lessons to the students, as well as how to develop quality, standards-based assessments, that will prove to be successful.

G. The measurable goals/benchmarks we have established to address the needs are to demonstrate the following improvement gains:
  ➤ From __70%__ meeting and/or exceeding the standards in Math to __88.1%__
  ➤ From __86.3%__ meeting and/or exceeding the standards in Reading/ELA to __94.6%__
  ➤ From __71.98%__ meeting and/or exceeding the standards in Science to __82.3%__; and
  ➤ From __67.58%__ meeting and/or exceeding the standards in Social Studies to 81.3%__.

Suggested Artifacts/Evidence: **Revision with date, committee members with signatures, agenda, & minutes**
Instruments/procedures; analysis of data by subgroup; analysis of parent spring survey and how results are shared with parents; needs of ELL, migrant, SWD, ED; root causes of needs; specific academic needs; measurable goals; Certified Staff Survey with narrative of strengths and weaknesses; Title I program evaluation with agenda, minutes, and participant signatures

*2.	Schoolwide reform strategies that are scientifically researched based, directly tied to the comprehensive needs assessment and academic standards.

Response: GES has implemented standards-based classrooms and will continue to focus on engaging every student in his/her learning each part of every school day. Focus continues on reviewing collaboratively what we assess to ensure that assessments are aligned with standards. We use professional learning communities to examine student work, disaggregate assessment data, and plan for instruction that follows student work to improve student learning. Professional learning is based on these practices and focused on using best practices research daily in classrooms to improve learning. Teachers collaboratively plan lessons and instructional modifications weekly in Grade-Level meetings. The Georgia Performance Standards are the basis for all lessons. Teachers use the Richmond County Schools' curriculum guide, and the state frameworks to guide their instructional planning. Lesson plans are reviewed weekly by the administrator to ensure the curriculum is consistently being presented.

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

Response: 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 monitoring of students' performance. In addition we have reading and math intervention times that are used to provide additional instruction daily to students with the greatest needs. Every student is served with small group reading and math instruction daily based on his/her academic need. Groups are flexible based on current data.

Students who scored Does Not Meet on the CRCT or who are identified as performing below grade-level are recommended to receive services through the Early Intervention Program. These students are placed in classes with fewer students to provide them with additional time for individualized and small group accelerated instruction designed to close their learning gap.

The Data Team meets after DIBELS, MClass, and AIMSweb universal screeners are administered to identify students who need additional intervention in the area of reading and math. These students are identified for Tier 2 or 3 targeted intervention using research-based programs designed to accelerate their learning and move them toward grade-level goals. These students are progress monitored weekly to evaluate the effect of their instruction and adjust modifications. The RTI process is also available for students who need additional support in behavior.

Our teachers are supported through monthly professional learning at Gracewood. The focus of the professional learning stems from areas identified in the School Improvement Plan, which includes strategies in reading, math, and writing. Reviewing research and implementing strategies for improving critical thinking has been an ongoing conversation at Gracewood.

2(b). Are based upon effective means of raising student achievement.
Response: Following are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies. McTighe and Wiggins research on backward design and Stiggins research identifying the target for students are the basis for our planning. We identify how students are going to be assessed on the target standards and build instruction from that premise. Research supports collaborative planning both assessments and instruction. This research also supports collaboratively examining student work so that all educators hold matching expectations and work together to improve student learning. Differentiation strategies are supported by Tomlinson, Van De Walle and many others. We use these strategies to meet the needs of every learner through focusing on where he/she is and moving them toward the goal. Many strategies introduced by our participation in Reading First are still in place in our building. We review and practice many research methods of using data to determine the instructional path for individuals or groups of students. All of these strategies will improve student achievement by beginning with what students currently know, planning the path for them to meet the standards, providing instruction, and continually assessing and modifying instruction until the standards are achieved.

2(c). Use effective instructional methods that increase the quality and amount of learning time.
A. *Response:* We will <u>increase</u> the amount and <u>quality</u> of learning time by providing additional instructional support with daily interventions in reading and math. This small group instruction provides immediate assistance and feedback to identified students providing the opportunity to close their learning gap. Student who have mastered the standards are provided with extension tasks that focus on application of the standards. In addition, students with internet access are provided with several programs that will continue their learning outside of the school walls.

2(d). Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).
Response: To ensure the academic needs of all students are being met, teachers administer common assessments weekly on the taught curriculum. The goal of these assessments is to determine who has learned the content and who needs immediate reteaching. This information is used to determine grouping for remediation and extension. The targeted population is able, as are the other students, to continue working on standards not yet mastered. Also, all students who have mastered a particular standard can move on to other content.

2(e). Must include documentation to support that any educational field trip used as an instructional strategy is aligned to the comprehensive needs assessment found in the

> schoolwide plan and must be connected to the support of assisting students to achieve proficiency or advanced status in relation to the State Academic content standards. Documentation must be provided during the budget approval process. Required based on FY12 US ED monitoring.

Response:

Suggested Artifacts/Evidence: **Description of reform strategies; Copy of each 45 day action plans, with review team notes examples of researched based practices, increase in amount of learning time, resources match Title I budgets; may include research of specific programs being used.**

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*3. Instruction by highly qualified professional staff.

Response: All teachers at GES are highly qualified according to the Georgia Professional Standards Commission. In additional to being highly qualified our teachers are trained to use best practices and research-based strategies to engage students in learning and check for understanding. Learning is differentiated according to the needs of the students. We purposefully plan to build conceptual development and critical thinking rather than rote memorization.

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

Response: To retain highly qualified instructors at the school, 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. 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, coaches provide on-going professional development for all teachers in areas where improvement is needed or areas that teachers request they would like to enhance their skills.

Also, because we have a high percentage of students who qualify for the free and reduced lunch program ,federal student loan reduction programs may be available for teachers.

Suggested Artifacts/Evidence: **CPI report (no SSN); list of non-HIQ staff as appropriate; narrative addressing (a); copy of principal attestation; copy of letter to parents of any student assigned to a non-HIQ teacher/paraprofessional for 4 weeks or more (substitutes included); list of staff with assignments; TSS and/or other special assignments.**

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*4. Professional development for staff to enable all children in the school

Response:

A. We have included teachers, principals, 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 refine the art and science of teaching, teachers meet with the instructional coach on a weekly basis. The focus of these sessions is improving student learning through using assessment data, implementing best practices, enhancing student engagement, and extending critical thinking. Student work is examined to determine if adult learning is evident at the student level.

B. We have aligned professional development with the State's academic content and student academic achievement standards. Data analysis will be used continuously to determine the needs of the adult learners at GES. Student engagement in doing the "right" work has been a strong focus of our professional learning. Teaching our teachers to have a strong understanding of the Common Core Georgia Performance Standards and to design instruction so that all students learn at the depth of knowledge required has been a primary focus of professional learning. We extend this learning to assessing the standards and developing teacher skills so that they can assist students in goal setting to reach mastery of all the standards. Professional learning opportunities include book studies focused on extending teachers' mathematical content knowledge.

C. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. For example, teachers are provided with professional learning with the instructional coach every week. This learning is designed to be ongoing and meet the needs of the diverse student body and professional staff at GES. Teachers engage in professional learning with the principal at faculty meetings and at the Instructional Leadership Team meetings focused on increasing student understanding and achievement. Learning Village, Georgia Frameworks, best practices in math, reading, and writing, and differentiation have been the focus of professional learning, which are designed to improve student engagement and student academic success. Teachers participate in on site and out of town professional learning to improve instructional strategies and increase student achievement.

D.We have included teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program. The teachers meet in teams with the instructional coach and the administrator on a weekly basis. Together, common assessments, student work, observation data, conference records, Periodic Review Assessments, performance tasks, and other appropriate assessment data is reviewed to determine student learning. Collaborative conversations are held to determine the next steps in ensuring success in learning the prescribed curriculum for all students. Providing support for struggling students at the earliest possible time is our goal so that students' learning gap is recognized and remediated immediately.

Suggested Artifacts/Evidence: **Staff report from PL office; professional learning plan for year; samples of site based professional learning with sign in sheets; PD 360 report; new teacher induction agenda; planning days agendas; RESA offerings; system offerings; copy of yellow and blue logs**

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

Response:

A. We will involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of schoolwide programs and the school parental involvement by…
- Selecting parents to serve on the School Council Committee and solicit their input in the Title I Schoolwide/School Improvement Plan.
- Inviting parents to attend PTA and parental involvement meetings to discuss school improvement projects.
- Involving parents in the development of *Content area Curriculum Nights*
- Offering parent workshops where both student and parents can attend as students learn strategies and practice them with their parents.
- Providing opportunities where parents can volunteer in a variety of ways, including reading aloud to students, listening to students read, chaperoning field trips, and helping to supervise scheduled activities and events related to the school.

B. We will update the school parental involvement policy periodically to meet the changing needs of parents and the school and distribute it opt the parents of participating children and make the parental involvement plan available to the local community, by…
- Placing it on the school's website
- Keeping a hard copy on-site
- Distributing hard copies to parents if requested

C. We will conduct an annual meeting, at a convenient time, to inform parents about the school's Title I program, the nature of the Title I program, the parents' requirements and the school parental involvement policy, the schoolwide plan, and the school-parent compact and encourage and invite all parents of participating children to attend by…
- Sending home invitations of such meetings
- Announcing upcoming meetings via school's calling system, on the school's marquee
- Announcing upcoming meetings via school's website

D. 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…
- Reviewing feedback gathered from parent surveys
- Designing the parent meetings to align with the feedback regarding desired times

and desired topics and or concerns

E. We will provide parents of participating children with timely information about the Title I program, a description, and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet, and provide opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child, and respond to any such suggestions as soon as practicably possible, by…

- Through regular meetings and/or conferences requested by parents, teachers will discuss the following forms used for academic assessments to measure student progress: DIBELS, mCLASS Math, AIMSweb Universal Screener, and STAR. In the regular meetings or conferences, students' proficiency levels will be interpreted and recommendations are discussed with parents. Any practical suggestions for academic advancement from parents are considered.

F. We will jointly develop wit 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…

- Discussing the development of the compacts during the annual Title I Meeting
- Scheduling conferences with parents to explain to them the extent of the contract as it relates to them, the parent, and the student. Thereby a partnership will be sought with means of helping children meet standards as outline by the state.

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…

- ➢ Discussing academic assessments and expectations for achievement during the annual Title I Meeting
- ➢ The parental involvement chairperson and the instructional coach, in conjunction with the guidance counselor, will also offer parent workshops on using the county's data storage system – Infinite Campus

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…

- ➢ The parental involvement chairperson and the instructional coach will offer parent workshops designed to train parents on how they can best assist their child with achieving academic standards and meeting grade level and system level

expectations

I. We will provide training to educate the teachers, pupil services personnel, principal, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and the schools, by…
   ➤ Faculty and staff participate in various trainings and professional learning opportunities to include: unpacking CCGPS, disclosing the purpose of Periodic Assessment Reviews (PARs) and their use, and tips on working with their children.
   ➤ The instructional coach provides ongoing site-based training to teachers
   ➤ The parental involvement chairperson and the instructional coach will offer workshops for teachers, the principal, other staff, and parents to ensure that all involved have an equal partnership as it regards to working with parents and valuing their contributions

J. 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,…
   ➤ Encouraging all parents to use the parent resource center
   ➤ Inviting all parents to participate in activities that center around educating students.
   ➤ Inviting to attend family lunch days and curriculum nights. GES has purchased parent-home communicators, parent-home newsletters, and magazines to foster the home-school connection.
   ➤ Encouraging Parents and families to attend volunteer training workshops and volunteer throughout the school. Parents who are approved to volunteer work in the classrooms, parent information resource workroom and/or special activities (dances, SOAR celebrations, student recognition events, etc.).

K. 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…
   • Sending home invitations of such meetings
   • Announcing upcoming meetings via school's calling system, on the school's marquee
   • Announcing upcoming meetings via school's website

L. 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…

- Sending home invitations of such meetings
- Announcing upcoming meetings via school's calling system, on the school's marquee
- Announcing upcoming meetings via school's website

- A translator is available to interpret or explain the plan if needed. (a county provided translator)

Suggested Artifacts/Evidence: **In Title I notebook: signed and dated (month, day, year) parent compacts, one per grade level; revised parent involvement policy and plan with month, day, year of revision, copy of Parent Right to Know letter; dissemination of AYP results in multiple forms (web, brochure, letter, meeting agendas); describe process of dissemination individual student assessment results; how plan is available to parents and public (web), SES/Choice letters, as appropriate; Copy of agenda, sign in sheets for Fall meeting to inform parents of Title status; sample of information to parents via Crisis communication system; sample power points to parents; All other parent involvement documentation kept by PIC in folder**

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

Response:

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.

A Pre-kindergarten orientation is held. Parents and students are invited to attend, meet the teacher, and learn about their new school. During the first week of school, the teacher and paraprofessional practice rituals and routines with the students throughout the school. These procedures are practiced throughout the year making the transition to kindergarten smooth. Near the end of the school year, pre-kindergarten classes from the community are invited to visit the school's kindergarten classes.

During May, fifth grade students visit Pine Hill Middle School, which GES students are zoned to attend. The middle school provides a tour and orientation. Information is provided on expectations and scheduling. Students have an opportunity to learn about clubs, extracurricular activities, and various programs that will be available in middle school. This overview allows student to begin to plan for the adjustment they will be facing the following year.

Suggested Artifacts/Evidence: **Description of transition plans from early childhood to elementary to middle to high school; flyers for invitations to transition schools**

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

Response:
A. The ways that we include teachers in decisions regarding use of academic assessment include teachers collaboratively plan a variety of formative assessments on a regular basis. Common assessments are required weekly to measure student learning. The backward design process was introduced during professional learning and is now being used with culminating and performance tasks required by Richmond County Schools. Teachers design learning tasks aligned to the culminating tasks to ensure students are familiar with the format and able to show what they know on these measures. Student and teacher rubrics are used to score tasks, projects and writing. Teachers provide rubrics prior to students beginning work to identify the targets for the work. Oral and written commentary is used to assist students in assessing their work and improving their product. Exemplars are used to help students judge their work. Teachers share assessment information with students and practice goal-setting with students, allowing students to identify their strengths, areas of needs, and see growth. Our balanced assessment plan is designed to improve the performance of each student.

*Suggested Artifacts/Evidence***: Descriptive paragraph; leadership team meeting notes; data analysis meetings; benchmark reviews; data notebook contents page; reflection sheets; data day schedules; sample of benchmark/AIMs results by demographics; Various teams a schools (Quality, SWAT, KEYS)**

*8. Coordination and integration of Federal, State, and local services and programs.

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 schoolwide plan.

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

Response:

Below is a list of state, local, and federal programs that are utilized at GES.

- ➢ AIMSweb
- ➢ DIBELS
- ➢ Early Intervention Program
- ➢ Math Exemplars
- ➢ Destination Reading
- ➢ Destination Math
- ➢ First in Math
- ➢ My Sidewalks
- ➢ Spiral Up/Build Up Kits
- ➢ First in Math
- ➢ vMath

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

Response:

The instructional coach's salary is paid through Title I funds. Teacher development will be enhanced through Title I funds allowing attendance at conferences. Substitutes to cover classes for this professional learning will be included in the budget. Updating technology through Title I funds will provide students access to additional learning tools in a format they find engaging. Instructional materials and supplies will provide the resources necessary to make a positive impact on student learning.

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

Response:

These programs are not applicable to elementary schools.

Suggested Artifacts/Evidence: **Descriptive paragraph of school programs and resources**

including Title I, II, III, IV, IDEA (Sp. Ed), Gifted, middle school themes, as appropriate; budget planners, list of Title I paid personnel, Title I inventory; principal attestation of title I inventory, reviewed, dated, and signed; Richmond County School System Inventory Plan; Fraud policy check off sheet signed.

*9. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:
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. Examples of these activities are as follows: ➢ Intervention ➢ Small Group or Individual Instruction ➢ Conferencing ➢ Early Intervention Program ➢ Universal Screeners (AIMSweb and DIBELS) ➢ First in Math ➢ Destination Reading and Math ➢ REACH reading ➢ Singapore Math

9(a). Measures to ensure that student weaknesses are identified on a timely basis.
Response: Daily intervention is provided to students that are identified as the highest risk through universal screeners. These assessments are given three times a year to allow for students who experience lack of success later in the year to be added to the intervention group. This support is part of the Response to Intervention process. Timely adjustments to students' learning are made on a daily basis from the results of their classroom assessments. As soon as a need is identified, our teachers have been trained to adjust instruction and provide additional support so the student doesn't fall further behind. Immediately after results from Periodic Assessment Reviews, AIMSweb, or DIBELS are available, we disaggregate data to determine who needs additional instruction on any given content. The assessment to determine learning and adjusting instructional practices is cyclical. Our Early Intervention class and augmented Early Intervention Teacher serve students who have a history of struggling academically. Utilizing the self-contained and augmented models allow smaller classes and provides more small group and/or one-on-one time to accelerate students' learning and close their achievement gaps. Collaboration with other teachers on grade level reminds the teachers of the grade-level expectations.

9(b). Periodic training for teachers in the identification of weaknesses and appropriate assistance for identified weaknesses.
Response: Teachers that have an identified need are provided with support from a variety on

venues. The administrator specifies the specific areas of concern. He plans with teachers and provides continuing support and feedback. The instructional coach participates in coaching sessions that may include planning for instruction, strategies for classroom management, modeling, co-teaching, and observation. Pre and post conferences are held to provide specific feedback. Just as with a struggling student, a specific plan will be designed and adjusted according to the most current data on the teacher's performance. The goal will always be maximizing the effectiveness of instruction to improve student achievement.

9c). Teacher-parent conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to the student at the school or n the community.

Response: Teacher-parent conferences are scheduled by the teachers at least two times each year. Teachers contact every parent to schedule a conference. Teachers hold phone conferences for parents who are unable to come for face-to-face conferences. Conferences provide information about a student's academic progress and offer activities that parents can do at home to help their child achieve at higher levels. Parents may schedule a conference any time that the teacher is not instructing students. Parents are updated on student performance through weekly progress reports. Parents may access student grades through an online program at any time. Newsletters are sent home weekly to keep parents informed of classroom instruction, homework, and school events. Report cards and progress reports are sent home at the designated times. All dates and school information can be found on the school website.

Parents are invited and encouraged to attend RTI meetings or any other meeting where decisions are being made about their child.

Suggested Artifacts/Evidence: **Descriptive paragraph addressing (a), (b), (c); intersession schedules; after school schedules; activities targeting migrant, ELL, SWD, ED; parent-teacher conference forms; student led conference forms; number of parent teacher conferences held during year; copy of student instructional plan; progress monitoring report for intervention and computer assisted programs; reflection questions; copy of EIP/ESOL notification; grade distribution report;**

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

Response: Assessment data is communicated to parents in a variety of ways. Weekly folders go home that include this information. Graded assessments are available online for parents to view at their convenience. Conferences and phone calls keep parents informed of assessment results, interpretations, and ways to help their child. Progress reports and reports cards provide a compilation of this information. Portfolio night provides an opportunity for parents to come to school and have their child explain their work and what it shows about their academic progress. For criterion referenced tests and normed referenced tests, results are shared with parents through conferences or letters explaining the results. Parents may always request additional information.

Suggested Artifacts/Evidence: **Descriptive paragraph refer to Infinite Campus; report**

cards; Thinkgate; Longitudinal Data System; data sheets; goal sheets; mandated test results; benchmarks tests results

11. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.
Response: Disaggregated data from the previous year's CRCT results is completed prior to the opening of school. This data is used as a springboard for beginning instruction. Throughout the year as more current data is provided, this data is disaggregated and used to make instructional decisions. Students use this data to determine and track their personal learning goals. Teachers collect their data and record their instructional decisions about the data in their Data Notebooks. Schoolwide data is disaggregated to determine areas of instruction that need more emphasis and to examine the progress of subgroups toward our goals.
Suggested Artifacts/Evidence: **Descriptive paragraph, sample benchmark results; samples of AIM results; sample of letter to parents regarding assessment results**

12. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.
Response: The school has a testing plan in place to ensure that the results are valid and reliable. This plan includes specific procedures and protocols that must be followed. Tests are kept in a safe and secure location when they are not in use. They are returned to the district testing coordinator on completion of the testing process.
Suggested Artifacts/Evidence: **Descriptive paragraph; data review team meetings; AYP reports; reflection on subgroups**

13. Provisions for public reporting of disaggregated data.
Response: An annual Title I Meeting is held at the beginning of each school year. During this meeting the school's status is shared with parents and the community. In addition the School Improvement Plan is posted on the school's website. The results for universal screeners and PAR assessments are shared with the parents during conferences. The results for all schools in Georgia are posted on the Department of Education's website.
Suggested Artifacts/Evidence: **Descriptive paragraph, meeting agenda with sign in; sample power points; agenda for Title I presentation with sign in; school council with agenda and sign in, website, state report card**

14. Plan developed during a one-year period, unless 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 continually to ensure that the data included in the report is the most recent data available. This data is the basis for the decision regarding staffing, professional learning, modifications in instruction, and goals.

Suggested Artifacts/Evidence: Descriptive paragraph with revision dates (month, day, year); agenda and sign in for meeting of revision.

15. Plan developed with the involvement of the community to be served and individuals who will carry out the plan including teachers, principals, other school staff, and pupil service personnel, parents and students (if secondary).
Response: All stakeholders, including the principal, faculty, staff, and parents who will carry out the plan and were involved in the development of the plan.
Suggested Artifacts/Evidence: **Descriptive paragraph to include members of team who developed and will implement plan; date of review of plan with participating members signatures**

16. Plan available to the LEA, parents, and the public.
Response: An electronic copy of the plan is included on the school's website. A printed copy is available in the school's media center for parents and the public to view.
Suggested Artifacts/Evidence: **Descriptive paragraph; copy of website link**

17. Plan translated to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.
Response:
Suggested Artifacts/Evidence: List of students who require plan in other language, one for each semester; samples of letters, flyers, in other language.

18. Plan is subject to the school improvement provisions of Section 1116.
Response: The plan follows the provisions of Section 1116.
Suggested Artifacts/Evidence: Statement of AYP status of school and/or copy of AYP report. If distinguished, include years and budget planner. If NI, include years and consequences.