

<b>SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE</b>					
<b>School Name: Dawson Elementary</b>			<b>District Name: Muscogee County</b>		
<b>Principal Name: Dr. Renee Tharp</b>			<b>School Year: 2014-2015</b>		
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<b>ESEA WAIVER ACCOUNTABILITY STATUS</b>					
(Check all boxes that apply and provide additional information if requested.)					
<b>Priority School</b>			<b>Focus School</b>		
<b>Title I Alert School</b> .					
Subject Alert		List Subject(s)	Sub-Group Alert		List Subgroup(s)
Graduation Alert		List Subgroup(s)			
<b>Principal's Signature:</b>				<b>Date:</b>	
<b>Title I Director's Signature:</b>				<b>Date:</b>	
<b>Superintendent's Signature:</b>				<b>Date:</b>	
<b>Revision Date:</b>		<b>Revision Date:</b>		<b>Revision Date:</b>	

## Schoolwide/School Improvement Plan (SWP/SIP) Template Instructions

### Notes:

- Elementary and Secondary Education Act of 1965 (ESEA) Section 1114 (b) (1) requires a Title I school-wide program plan to contain the ten components listed on this template as well as related measurable goals and strategies for implementation. The asterisk (\*) denotes required components as set forth in section 1114 of ESEA.
- While there are eighteen components, all ten required components of a Title I School-wide Program Plan (marked in this template with an asterisk) **must** be addressed. Response starters are provided in this template to guide the planning team/committee in the process of completing the school-wide section of the plan.
- Complete the school-wide plan (SWP) and school improvement plan (SIP) checklists. All components/elements marked as not met need additional development.
- Please list your planning committee members on the next page along with signatures of participating team members. This team must include stakeholder involvement (parents of Title I students, community representatives, teachers, administrators, etc.).  
**Note:** The planning team must involve parents in the planning process.  
See section 1114 (b)(2)(B)(ii) Plan Development which states: The comprehensive plan shall be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school.
- Attach the SIP as an addendum to the template. See the Georgia Department of Education School Improvement Fieldbook for guidance and instructions on completing a school improvement plan <http://www.doe.k12.ga.us/School-Improvement/School-Improvement-Services/Documents/School%20Improvement%20Fieldbook%202012-2013.pdf>.



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

A. A parent perception survey was distributed and analyzed in March 2014 to determine strengths and needs of the school, as perceived by the students' families. Results were tabulated and documentation was submitted to the district office in April. The Leadership Team reviewed the summary of the surveys at the May Leadership Team meeting and again in the summer School Improvement Plan (SIP) review days.

District parenting, teacher, paraprofessional and school administrator surveys were provided via the Muscogee County School District (MCS D) website in April to gather feedback from all stakeholders in the district. Additionally, MCS D held a Local Education Agency (LEA) Improvement Plan and a Comprehensive Local Education Agency Improvement Plan (CLIP) meeting in May of 2014. The purpose of the surveys and the meeting was to gather input from all stakeholders on the effectiveness of the LEA in meeting the needs of students and the adults that support them.

The Chief Communications Officer invited parents, community leaders, teachers and administrators to attend via Connect Ed messages. An invitation was also extended to all students and staff via the district website, MCS D School Briefs and numerous television announcements. The stakeholders' input was used by various departments of the MCS D to collaboratively write the district improvement plan. The CLIP was submitted and approved by the Georgia Department of Education in August 2014.

In June 2014, the principal, assistant principal and academic coaches participated in district training on utilizing data to drive the school improvement process. The training allowed time to analyze summative achievement data from the previous school year and to review the School Improvement Plan cycle.

The DES Leadership Team met in July and August for the purpose of conducting a needs assessment through analyzing achievement, perception, demographic and process data for the school. The Leadership Team consists of the principal, academic coaches and select teachers. The team worked to determine root causes for school needs, formulate school improvement goals, develop action strategies, and build a professional learning plan to support the action strategies for the 2014-2015 school year.

In August, the Parenting Liaison met with the district parenting specialist to begin working on a Parenting Action Plan based on the spring stakeholder survey and the school improvement goals for the year. The Parent Liaison took the plan back to the principal and Leadership Team to get faculty input and ensure alignment with the school plan.

The School Improvement Plan and the Parenting Action Plan were presented to parents and various stakeholders during the Title I Annual Parent Meeting in September of 2014, which allowed parents, students and their families to give feedback for further revisions. The plans

were also reviewed by the Local School Council in September 2014. The final School Improvement/School Wide Plan was submitted to the district office in October of 2014.

B. Dawson Elementary School used the following instruments, procedures, or processes to obtain this information:

- Georgia Criterion Reference Competency Test (CRCT or CRCT-M)
- College and Career Readiness Performance Index (CCRPI)
- Student Learning Objectives (SLOs)
- Georgia Grade 5 Writing Assessment by performance level, genre and domain
- Summative and Formative assessment data
- Report card data
- Focus Walks results
- Promotion/Retention Rates
- Student Attendance Data
- All and Subgroup Student Demographics
- School/Community Characteristics
- Faculty/Staff Data (attendance, HQ status, experience etc.)

**Criterion-Reference Competency Test (CRCT)** grades 3-5: a set of tests administered at public schools in the state of Georgia that are designed to test the knowledge of first through eighth graders in reading, English language arts (ELA), mathematics, science and social studies - third through eighth graders.

**Formative and Summative Assessments:** Formative assessments determine how much students have learned and how much they still have to learn. Formative assessments can be informal assignments, such as question-and-answer sessions or homework. Summative assessments encompass all the knowledge students should have learned about that subject or unit, and they are more formal, such as tests, quizzes, essays or projects.

**Focus Walks:** The idea behind focus walks, also called walk-throughs, is that firsthand classroom observations can paint a picture to inform improvement efforts. These observations typically involve looking at how well teachers are implementing a particular program or set of practices that the district or school has adopted. The goals of focus walks are to help administrators and teachers learn more about instruction and to identify what training and support teachers need.

**Student Learning Objectives (SLOs):** District determined SLOs are content-specific, grade level learning objectives that are measureable, focused on growth in student learning, and aligned to curriculum standards. As a measure of teachers' impact on student learning, SLOs give educators, school systems, and state leaders an additional means by which to understand, value, and recognize success in the classroom.

**Grade 5 Writing Assessment:** The writing assessment for grade five consists of an evaluation of each student response to an assigned prompt. Students are assigned a topic from a prompt bank representing three genres: narrative, informational, and persuasive. Students are allowed approximately 120 minutes to write their essays. The writing assessment must be administered in one day. A make-up is also given the following day.

**Classworks:** Classworks is a comprehensive computer learning system that supports the RTI process. Tier 1 learners receive high-quality instruction while universal screeners track growth and identify students for possible intervention. Tier 2 provides targeted instruction for struggling learners by focusing on their areas of need at increasing levels of intensity. Progress is tracked through reporting of skills mastered. Tier 3 provides intensive, customized instruction designed to support lower level skill attainment and accelerate learning while continuous progress monitoring guides instruction. Students will be given a universal screener during the first semester and a post-test will be given to track progress.

**Retention Rates** (pass or fail) to determine supports for academic progress and Flexible Learning Program eligibility

**Student Attendance Data**

**Parental involvement and perception data** to measure engagement levels and programmatic effectiveness in meeting student and family needs.

**C.** Dawson Elementary School does not have a migrant student population. In the event the school acquires a migrant population, the school will follow district, state and federal guidelines to ensure that migratory students will achieve the same goals set for all students. In addition, all parents or guardians enrolling a child in the school will receive a survey that determines whether or not the child will be identified as migrant. A copy of the survey will be maintained in the student’s cumulative folder.

**D.** DES reflected on current achievement data, and it was used to help the school understand the subjects and skills in which teaching and learning needed to be improved. The 2013-2014 CRCT data and the Georgia Fifth Grade Writing Assessment revealed the following:

Percentage of Students Absent 10 or More Days		
2011-2012	2012-2013	2013-2014
14.6%	22.0%	22.0%

The attendance data revealed the percentage of students with 10 or more absences increased 7.4 percentage points from 2011-2012 to 2012-2013 and remained at 22% for 2013-2014. There is a need to address attendance at Dawson Elementary.

**Georgia Fifth Grade Writing Assessment (2012-2014 Data)**

Georgia 5 <sup>th</sup> Grade Writing Assessment			
All	2012	2013	2014
School	60	31	74
State	81	79	80

Scores on the Georgia Fifth Grade Writing Assessment have been below the state average for the last three years. The number of students meeting or exceeding standards increased by 43 percentage points from 2013 to 2014. The root causes

were a lack of deep understanding of the purposes of writing, a need to build writing stamina across the curriculum, and a lack of writing concentration in grades K-5.

### Criterion-Referenced Competency Tests (2012-2014 Data)

CRCT Scores for Reading									
	Grade 3			Grade 4			Grade 5		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
School	87	91	83	66	86	89	88	84	88
State	91	92	92	90	93	93	91	93	95

Reading scores on the CRCT in third grade have decreased from 87% to 83% over the last three years. The scores are below State average. The root causes were low Lexile scores, a weakness in Reading for Information, a need for more exposure to non-fiction text (K-5), and a need for more content area literacy in all subjects (K-5).

CRCT Scores for English Language Arts (ELA)									
	Grade 3			Grade 4			Grade 5		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
School	85	78	72	86	83	78	95	90	93
State	91	88	89	91	90	88	94	94	95

ELA scores on the CRCT in third grade have decreased from 2012 to 2014 and are below State average. The root causes were a lack of deep understanding of the purposes of writing, a need to build writing stamina across the curriculum, and a lack of writing concentration in grades K-5.

CRCT Scores for Mathematics									
	Grade 3			Grade 4			Grade 5		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
School	51	59	65	55	60	72	41	57	76
State	81	79	81	80	84	82	84	90	88

Math scores on the CRCT for students in grades 3-5 have increased over the past three years from 49% to 71% of students meeting or exceeding standards, but the scores remain below the State average. The root causes were a lack of common assessments, a lack of focus on math vocabulary and fluency, a need to focus on problem-solving and real-world application in the classroom, and a need for differentiation.

CRCT Scores for Science									
	Grade 3			Grade 4			Grade 5		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
School	43	62	58	47	54	51	43	43	47
State	78	78	71	81	84	81	77	80	82

Science scores on the CRCT in third-fifth grade have increased 8 percentage points from 2012 to 2014. The scores are below the State average. The root cause is a need for content area literacy across the curriculum.

CRCT Scores for Social Studies									
	Grade 3			Grade 4			Grade 5		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
School	68	67	66	37	60	57	40	47	56
State	81	83	84	78	81	81	77	81	81

Social Studies scores on the CRCT in third-fifth grade have increased 11 percentage points from 2012 to 2014. The scores are below the State average. The root cause is a need for more content area literacy across the curriculum.

## **CRCT Reflection on Data**

### **Major Strengths**

The major English Language Arts strengths were in fifth grade. Ninety-three (93%) percent of All students met or exceeded the State performance standards. The major mathematics strengths were in the fifth grade. Seventy-six percent (76%) of All students met or exceeded the State performance standards.

### **Major Needs**

The major needs were in math in grades 3 -5. The number of third grade students who met or exceeded math standards has increased fourteen (14) percentage points from 2012 to 2014. However, thirty-five (35%) percent of All third grade students did not meet the standards. Fourth and fifth grade students have also shown increases in math, but the percentage of students meeting or exceeding the standards remain below the State averages. Science is also a weakness. More than half of all students in grades 3 – 5 did not meet the standards. There is also a need to intensify and employ rigorous instruction in reading, English language arts, and math for all SWD in grades 3-5.

### **Root Causes**

- Weakness in foundational skills and in number sense
- Lack of focus on math and science vocabulary in the classroom
- Lack of perseverance in critical thinking activities
- Lack of how to attack rigorous problem-solving at all grade levels
- Need to more effectively differentiate instruction
- Need to make science an instructional priority
- Need to utilize more hands-on science experiences/equipment in the classroom,
- Need to increase content area literacy across the curriculum
- Low Lexile scores in grades 3-5
- Lack of understanding on how to implement differentiated instruction, rigor, and formative assessments effectively in the classroom.

### **Specific Academic Needs Addressed**

- Increase science instruction time in the classroom.
- Utilize the GaDOE Instructional Framework for content areas of math and science
- Incorporate math vocabulary, and rigorous problem-solving in all grade levels
- Emphasis on content area literacy across the curriculum

E. Dawson based the SWP 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. The red CCRPI performance flags indicate all of the subgroups met the Participation Rate, but did not meet either the State or Subgroup Performance Targets.

- Economically disadvantaged students
- Students from major racial and ethnic groups
- Students with disabilities



The data below reflects the groups of students who are not yet achieving to the State academic content standards and the State student academic achievement standards.

<b>College and Career Readiness Performance Index (CCRPI) Comparison</b>							
<b>Year</b>	<b>Achievement Points</b>	<b>Progress Points</b>	<b>Achievement Gap Points</b>	<b>ED/EL/SWD Performance Points</b>	<b>Exceeding the Bar Points</b>	<b>CCRPI Scores</b>	<b>Change from 2012</b>
<b>2012</b>	<b>31.2</b>	<b>12.5</b>	<b>10.0</b>	<b>0.0</b>	<b>0.5</b>	<b>54.2</b>	
<b>2013</b>	<b>33.7</b>	<b>14.3</b>	<b>8.0</b>	<b>0.0</b>	<b>0.5</b>	<b>56.5</b>	<b>+12.9</b>
<b>2014</b>	<b>36.1</b>	<b>12.9</b>	<b>9.0</b>	<b>0.0</b>	<b>1.0</b>	<b>59.0</b>	<b>+ 2.5</b>

Data from the College and Career Readiness Performance Index (CCRPI) indicate Dawson earned 2.4 more achievement points in 2014 when compared to 2013. DES dropped 1.4 progress points. Dawson's current CCRPI score is 59.0.

In addition, the CCRPI red performance flags indicate the Black, Economically Disadvantaged, and SWD subgroups met the Participation Rate, but did not meet either the State or Subgroup Performance Targets.

Dawson does not have enough students to generate a White, Hispanic, or EL subgroup population.

**Dawson School Improvement Action Plan 2014-2015**

**Mathematics (SMART Goal 1)**

<b>School-wide Problem-of-Practice:</b> <i>(Abbreviated Data Analysis Narrative with Root Causes)</i>	The math scores for students in grades three through five have increased over the past three years from 49% to 71% of students meeting or exceeding the standards on the CRCT. However, the scores remain below the State average. The root causes determined were a weakness in foundational skills and in number sense, a lack of focus on math vocabulary and problem-solving in the classroom, the lack of perseverance in critical thinking activities, and the need to more effectively differentiate instruction.			
<b>Department/Grade Level:</b>	Math/CCGPS Kindergarten – Fifth Grade			
<b>SMART Goal Statement # 1</b>	The percentage of students in grades K-2 scoring at or above grade level in Math will be 70% or higher as measured by the Iowa Test of Basic Skills (ITBS) administered in spring 2015.  The percentage of students in grades 3-5 scoring proficient or higher in Math will meet or exceed the state average as measured by the Georgia Milestone Assessment administered spring 2015.			
<b>System Focus Area Alignment</b>	<input checked="" type="checkbox"/> Response to Intervention <input type="checkbox"/> Co-Teaching <input checked="" type="checkbox"/> Standards Based Classrooms <input checked="" type="checkbox"/> Envisions Math			
<b>Georgia Keys Alignment</b>	<input checked="" type="checkbox"/> Curriculum <input checked="" type="checkbox"/> Instruction <input checked="" type="checkbox"/> Assessment <input checked="" type="checkbox"/> Planning & Organization  <input checked="" type="checkbox"/> Professional Learning <input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Student, Family & Community Support  <input checked="" type="checkbox"/> School Culture			
<b>Prioritized Strategies for Improvement</b> <i>(insert your 1-3 measurable instructional, programmatic, organizational, or leadership strategies)</i>	<b>Results Indicators</b> <i>(a measurable, percent, increase in student learning results)</i>	<b>Primary Leadership/ Budget</b> <i>(Designate the team, teacher and/or leader responsible, insert budget name and projected costs)</i>	<b>Evidence</b> <i>(Create descriptors of proficient teacher/leader practices to look for, i.e. Teachers will .....Students will.....)</i>	<b>Artifacts</b> <i>(Insert what student/adult data you will monitor)</i>
Utilize best practice strategies to provide core (Tier I) instructions for all students to: <ul style="list-style-type: none"> <li>• Provide lessons that lead to proficiency with CCGPS</li> <li>• Set clear target goals for all students</li> </ul>	Increased growth as measured by pre- and post- tests and common benchmark assessments	Teachers  Regional Academic Math Coach	The teachers will address the curriculum through whole group and small group student centered activities.	Lesson plans Student work Assessment data

<ul style="list-style-type: none"> <li>Utilize math academic vocabulary and strategies consistently to build background knowledge aligned with state standards and supported by Envisions Math</li> <li>Incorporate differentiated, flexible grouping activities</li> <li>Build problem solving/critical thinking skills</li> <li>Provide technology-assisted instruction</li> </ul>		Administrators	The teachers will incorporate math centers, math journals, and kinesthetic/hands-on activities into instruction. The students will set individual goals based on pretests and reflect on their growth.	
<p>Focus on student-centered engagement in mathematics to:</p> <ul style="list-style-type: none"> <li>Develop conceptual to abstract thinking</li> <li>Assist students in discovering patterns in mathematics</li> <li>Highlight the importance of using mathematical representations</li> <li>Build conceptual understanding of math vocabulary</li> <li>Encourage math reasoning skills</li> <li>Provide opportunities for open-ended problem solving activities with constructed responses</li> </ul>	Increased ability to respond to open-ended mathematical questions	Teachers Regional Academic Math Coach Administrators	The teachers will analyze math data to guide and plan instruction. Teachers will incorporate student-centered learning activities into daily math instruction. Students will demonstrate the ability to effectively communicate mathematics orally and in writing	Lesson Plans Student work samples Envisions Math assessments Assessment results Data notebook
<p>Implement Envisions Math Curriculum to:</p> <ul style="list-style-type: none"> <li>Deepen conceptual understanding of math vocabulary</li> <li>Provide daily data-driven differentiated instruction for students</li> <li>Provide ongoing diagnosis and interventions for at risk students (RTI)</li> <li>Make visual and verbal connections for students</li> <li>Build math concepts and problem solving skills</li> </ul>	Increased growth as measured by pre and post tests and common benchmark assessments	Teachers Math Coach Administrators	The teachers will use the Envisions math series to implement the math CCGPS. The students will be engaged in small and whole group instruction. The students will set individual goals based on pretests and reflect on their growth.	Lesson plans Pre and posttests results Assessment data
<p><b>What are some things you anticipate you will need to do to ensure success?</b> <i>(Identify professional development expectations, effect and cause data collection frequency and practices, resources, etc.)</i></p>				

To ensure success of this goal: Professional development opportunities in Envision Math Curriculum, quarterly monitoring by content specific coaches and administrators, focus walks in the classrooms, job-embedded professional learning opportunities for teachers throughout the school year, intervention teacher, and anticipated funds for resources.

**Dawson Elementary School Improvement Action Plan 2014-2015  
Science (SMART Goal 2)**

<b>School-wide Problem-of-Practice:</b> <i>(Abbreviated Data Analysis Narrative with Root Causes)</i>	The science scores in grades 3 through 5 have been below state average for the past three years. Fifty-two percent of students meet or exceeded the standards on the 2014 Science CRCT. The largest deficit was in the Earth Science and Life Science domains. The root causes determined were science has not been an instructional priority focus; hands-on experiences/equipment were not utilized in the classroom, a lack of focus on science vocabulary, and a need to increase content area literacy across the curriculum.			
<b>Department/Grade Level:</b>	Science/CCGPS Kindergarten – Fifth Grade			
<b>SMART Goal Statement # 2</b>	The percentage of students in grades K-2 scoring at or above grade level in Science will be 70% or higher as measured by the Iowa Test of Basic Skills (ITBS) administered in spring 2015.  The percentage of students in grades 3-5 scoring proficient or higher in Science will meet or exceed the state average as measured by the Georgia Milestone Assessment administered spring 2015.			
<b>System Focus Area Alignment</b>	<input type="checkbox"/> Response to Intervention <input type="checkbox"/> Co-Teaching <input checked="" type="checkbox"/> Standards Based Classrooms			
<b>Georgia Keys Alignment</b>	<input checked="" type="checkbox"/> Curriculum <input checked="" type="checkbox"/> Instruction <input checked="" type="checkbox"/> Assessment <input checked="" type="checkbox"/> Planning & Organization  <input checked="" type="checkbox"/> Professional Learning <input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Student, Family & Community Support  <input checked="" type="checkbox"/> School Culture			
<b>Prioritized Strategies for Improvement</b> <i>(insert your 1-3 measurable instructional, programmatic, organizational, or leadership strategies)</i>	<b>Results Indicators</b> <i>(a measurable, percent, increase in student learning results)</i>	<b>Primary Leadership/ Budget</b> <i>(Designate the team, teacher and/or leader responsible, insert budget name and projected costs)</i>	<b>Evidence</b> <i>(Create descriptors of proficient teacher/leader practices to look for, i.e. Teachers will .....Students will.....)</i>	<b>Artifacts</b> <i>(Insert what student/adult data you will monitor)</i>

<p>Utilize the GaDOE Science Instructional Framework to:</p> <ul style="list-style-type: none"> <li>• Provide clear expectations for instruction, assessment, and student work</li> <li>• Define levels of student work that demonstrate achievement of the standard</li> <li>• Incorporate performance tasks for students with teacher commentary</li> <li>• Integrate science content into literacy activities</li> </ul>	<p>100% of the teachers will utilize the science instructional framework provided by MSCD</p>	<p>Administrators Regional Science Academic Coach Classroom Teachers</p>	<p>Teachers will use the Georgia Frameworks to guide and plan Science instruction. Administration will conduct focus walks to ensure teachers are utilizing the frameworks as a guide to facilitate and plan instruction. Teachers will use the Georgia Framework to identify crucial science vocabulary terms. Students will utilize science vocabulary when engaging in conversation in science class.</p>	<p>Focus Walk Data Science Word Wall</p>
<p>Increase science instruction time in the classroom to:</p> <ul style="list-style-type: none"> <li>• Advance students' conceptual understanding in science</li> <li>• Strengthen students' positive attitude towards science</li> <li>• Advance teachers' conceptual understanding in the importance of science and its relationship to other content areas</li> <li>• Support teachers' integration of inquiry and new materials in the classroom</li> </ul>	<p>Meet or exceed state average on the Georgia Milestones in science</p>	<p>Administrators Teachers</p>	<p>Teachers will prioritize time for consistent science instruction at all grade levels. Students will have conceptual understanding of scientific terms and processes</p>	<p>Teacher schedules Lesson plans Student work samples Focus walk results</p>
<p>Establish a science/math lab in order to:</p> <ul style="list-style-type: none"> <li>• Integrate more hands-on learning activities and facilitate more scientific inquiry in the classroom</li> </ul>	<p>Meet or exceed state average on the Georgia Milestones in science</p>	<p>Administrators Regional Science Academic Coach Teachers</p>	<p>Teachers will utilize the regional science coach to obtain support in planning and implementing hands-on science activities.</p>	<p>Lesson Plans Student work samples Photos District and State</p>

<ul style="list-style-type: none"> <li>• Implement specific strategies to counter deficiencies in content area reading, background context, and vocabulary</li> <li>• Enrich science content and create real-world connections through collaboration</li> </ul>			<p>Students will participate in hands-on science activities to build knowledge and make real world connections.</p>	<p>Assessment data</p>
<p><b>What are some things you anticipate you will need to do to ensure success?</b> <i>(Identify professional development expectations, effect and cause data collection frequency and practices, resources, etc.)</i></p>				
<p>To ensure success of this goal: Professional development opportunities in science, quarterly monitoring by regional science coach and administrators, focus walks, job-embedded professional learning opportunities for teachers throughout the school year, science content-related leveled books, and anticipated funds for resources.</p>				

**Dawson School Improvement Action Plan 2014-2015  
Differentiated Instruction (SMART Goal 3)**

<p><b>School-wide Problem-of-Practice:</b> <i>(Abbreviated Data Analysis Narrative with Root Causes)</i></p>	<p>Spring 2014 CRCT scores were below the State average in all academic areas. The root causes determined were a need to systematically and routinely use data to guide instructional decisions that meet individual students' learning needs and a need to provide more effective research-based interventions for students.</p>
<p><b>Department/Grade Level:</b></p>	<p>Kindergarten – Fifth Grade</p>
<p><b>SMART Goal Statement # 3</b></p>	<p>100% of classrooms will utilize differentiated instruction to address identified student learning needs.</p>
<p><b>System Focus Area Alignment</b></p>	<p><input checked="" type="checkbox"/> Response to Intervention <input checked="" type="checkbox"/> Co-Teaching <input checked="" type="checkbox"/> Standards Based Classrooms</p>
<p><b>Georgia Keys Alignment</b></p>	<p><input checked="" type="checkbox"/> Curriculum <input checked="" type="checkbox"/> Instruction <input checked="" type="checkbox"/> Assessment <input checked="" type="checkbox"/> Planning &amp; Organization <input checked="" type="checkbox"/> Professional Learning <input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Student, Family &amp; Community Support <input checked="" type="checkbox"/> School Culture</p>

<b>Prioritized Strategies for Improvement</b> <i>(insert your 1-3 measurable instructional, programmatic, organizational, or leadership strategies)</i>	<b>Results Indicators</b> <i>(a measurable, percent, increase in student learning results)</i>	<b>Primary Leadership/ Budget</b> <i>(Designate the team, teacher and/or leader responsible, insert budget name and projected costs)</i>	<b>Evidence</b> <i>(Create descriptors of proficient teacher/leader practices to look for, i.e. Teachers will .....Students will.....)</i>	<b>Artifacts</b> <i>(Insert what student/adult data you will monitor)</i>
Grade level and school-wide data teams to: <ul style="list-style-type: none"> <li>• Analyze data to identify student strengths and weaknesses</li> <li>• Plan effective, rigorous instruction that meets individual students' learning needs</li> </ul>	Increased student growth on pre- and post-tests and State, District, and classroom assessments	Teachers Academic Coaches Administrators  Subs for Data Day: Title IIA \$1,500	Teachers will meet weekly to analyze student assessment data and work. Teachers will use analyzed data to guide instruction and plan interventions. Students will: Participate in setting individualized learning goals Track progress in achieving goals	Meeting agendas and minutes  Lesson plans  Data notebooks
Response to Intervention (RTI) Process	Increased student growth on pre- and post-tests and State, District, and classroom assessments	Teachers SST Committee (includes school counselor and school psychologist) Administrators	Teachers will use analyzed data to plan and implement research-based interventions that address needs of individual students. Students will: <ul style="list-style-type: none"> <li>• Participate in setting learning targets</li> <li>• Evaluate progress toward achieving goals</li> </ul>	Lesson Plans Assessment results

<p>Rigorous, data-driven instruction delivered in flexible, small groups and whole group by regular classroom and/or intervention teachers</p>	<p>Increased student achievement on State, District, and classroom assessments</p>	<p>Teachers Academic Coaches Administrators</p>	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Differentiate content, process, or product</li> <li>• Utilize tiered assignments, leveled texts, anchor activities, rubrics, checklists, etc.</li> <li>• Use computer-assisted instruction</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Conference with teacher to set learning goals</li> <li>• Monitor progress toward achieving goals</li> </ul>	<p>PD agendas and sign-in sheets Teacher data books Lesson Plans</p>
<p><b>What are some things you anticipate you will need to do to ensure success?</b> <i>(Identify professional development expectations, effect and cause data collection frequency and practices, resources, etc.)</i></p>				
<p>Monthly Leadership Team meetings, weekly grade level data team meetings, quarterly monitoring by content specific coaches and administrators, focus walks, job-embedded professional learning opportunities for teachers throughout the school year, intervention teachers, and anticipated funds for resources.</p>				



## 2. School-wide reform strategies that are scientifically-researched based.

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

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:

- Response to Intervention
- Co-teaching
- Standard-based Classrooms

2(b). School-wide reform strategies are based upon effective means of raising student achievement. Following are examples of the scientifically-based research supporting Dawson Elementary School’s effective methods and instructional practices or strategies:

### **Reading Wonders Program**

The *McGraw-Hill Reading Wonders* program will guide children across the literacy threshold to mastery of the Common Core State Standards to become successful in college and in the workforce – because *Reading Wonders* is anchored in salient and consequential research about what works. We know that learning to read and teaching reading is work that requires the most effective materials because reading is foundational for all other learnings. In fact, The National Institute for Literacy’s Partnership for Reading (2000) states that “Success in school starts with reading.” Increasingly, federal, state, and local requirements in every area focus on the need for research-verified instructional strategies, methods, and approaches, and research is now available that suggests how to give each child a good start toward achieving success in reading. McGraw-Hill has stepped up to the challenge by incorporating highly-regarded research related to effective reading instruction during the development of the *McGraw-Hill Reading Wonders* program.

### **enVision Math**

EnVision Math is a core curriculum for students in kindergarten through grade 6. The program seeks to help students develop an understanding of math concepts through problem-based instruction, small-group interaction, and visual learning with a focus on reasoning and modeling. Differentiated instruction and ongoing assessment are used to meet the needs of students at all ability levels. (Relendez, 2009)

**Differentiated Instruction** – Research states, “Differentiating instruction makes grouping flexible.” Teachers allow students to work alone sometimes and also in groups based on readiness, interests, or learning styles. Teachers use whole-group instruction for introducing ideas, planning, or sharing results. Teachers see themselves as guides. They help students set goals based on readiness, interests, and learning profiles and assess based on growth and goal attainment. (Tomlinson, Carol A., 2013)

**Co-teaching** - People involved in co-teaching classrooms feel the practice provides benefits for everyone involved. Students reported receiving more help in co-taught classes; they also reported learning more. Teachers reported increased knowledge in their co-teaching partner's area of expertise. (Scruggs, Mastropieri, & McDuffie, 2007)

**Standard - based Instruction** – When standard-based instruction is being implemented including the subject, standard number and description -- should be written in a visible spot where students can see and read it, such as on the front board. Lesson objectives should also be written in accordance to the standard being taught. Teachers should refer to and explain the standard and its objective in student-friendly words by writing and speaking a statement like, "We will learn the difference between adjectives and verbs by finding and differentiating them in sentences." This helps students understand the goal of the lesson and what they are supposed to do, giving kids more focused and less abstract learning.

**Common Core Georgia Performance Standards** - The School Keys: *Unlocking Excellence through the Georgia School Standards* is the foundation for Georgia's comprehensive, data-driven system of school improvement and support. Correlated to several well-known and respected research frameworks, the Common Core Georgia Performance Standards (CCGPS) describe what Georgia's students need to know, understand, and be able to do.

- Standards-Based Classrooms
- Differentiated Instruction
- Flexible Grouping, Cross-Grade Level Grouping, Grouping for Instruction, Small Group Instruction
- Classworks
- Co-Teaching
- Mathematics Workshop Model and Manipulatives
- Renaissance Place

2(c). Use effective instructional methods that increase the quality and amount of learning time. DES will increase the amount and quality of learning time by:

**Instructional Extension Program (IEP)**

Instructional Extension Program will be used to provide additional tutorial for preparation for the CRCT. Students will be selected based on assessment data such as CRCT scores, DRA scores, ITBS scores, common benchmark assessments and teacher recommendations.

**Computer Assisted Instruction**

The computer lab is open and made available to students before, during, and after school hours for additional practice on basic skills. A variety of computer programs will be used to help students improve in their basic skills in all content areas. The teachers will work to ensure the students are working on the areas of weakness as identified by CRCT scores, Star Reading/Math scores, CBA scores, and classroom performance.

**Response to Intervention (RTI)**

Using the Pyramid of Intervention to determine when students are struggling and provide strategic interventions to help them show up their areas of need; it also documents students' strengths and provides additional challenge in a variety of ways. Georgia's Student Achievement Pyramid of Interventions begins with standards-based classrooms serving as the foundation for teaching and learning.

**Extended Learning Time**

Dawson Elementary will increase the quality and amount of learning time for students through Extended Tutorial after school (used for remediation and enrichment)

The Empowered Youth of Columbus (EYC) Program is also held at Dawson Elementary Monday through Thursday from 2:30-5:30. The program, which is sponsored by Columbus State University, provides tutoring and cultural arts education for 40 students in grades three through five.

**Regional Content Area Academic Coaches**

The regional content area academic coaches will provide on-site and job-embedded professional development and training for teachers. The coach provides training on the GPS through model and demonstration lessons. The coaches assist teachers in designing and implementing lessons that reflect rigor and relevance. The academic coaches will assist in collecting data, analyzing the data, and helping teachers with strengths and weaknesses, and developing and implementing the School-wide Improvement Plan (SWP).

**Intervention Teachers**

The Intervention teachers will work with the classroom teachers to help meet the needs of identified at-risk students. The intervention teachers will work with identified at-risk students utilizing the "Pull-out" delivery model. The teacher will work with small groups of students to provide additional Reading and Math support weekly for at-risk students. There will be a 10:1 ratio between students/teacher.

**Instructional Paraprofessionals**

The Instructional Paraprofessionals will work with the teachers to help meet the needs of the students in the classroom. The Instructional Paraprofessionals will assist the teacher in creating classroom materials as well as work with students in the classroom.

**Regional Family Service Coordinator and Parent Liaison**

The family service coordinator and parent liaison will work with the teachers to plan workshops, provide instructional materials, strategies and other resources that are designed to help parents help their children. The FSC and parenting liaison also works with parents to make sure all students attend school every day and have all necessary supplies and materials.

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)

### **Students with Disabilities**

A continuum of services is provided for all students with disabilities by the inclusion and pull-out models. Highly qualified teachers facilitate instruction in the least restrictive environment for learners. A Placement Committee makes data-driven recommendations to maximize each student's learning potential utilizing the Pyramid of Intervention. The Placement or Individual Education Plan (IEP) Committee is comprised of the parents of the student, all teachers of the student, administration, psychologist, representative from the Local Education Agency (LEA), and other support or related services personnel who are identified as a need for the student. Unless otherwise warranted, the IEP or Placement Committee will design an IEP that include standards-based SMART goals and objectives to be implemented in the least restrictive environment. Eligible students with disabilities identified by recommended for Extended School Year Services (ESY) when deemed necessary.

School personnel works collaboratively to ensure all needs of students are addressed through several safety nets. Safety nets could include Pyramid of Intervention, Student Support Team, Response to Intervention, Differentiated Instruction, Title I paid teachers, academic coach, family services coordinator, and after school tutorial program.

### **Pyramid of Intervention**

The Pyramid of Intervention is utilized as part of the protocol in addressing targeted weaknesses in students' performance.

### **Differentiated Instruction**

Differentiated Instruction addresses the individual needs and learning styles of students through various instructional strategies and activities. Highly qualified teachers and paraprofessionals guide students in utilizing preferred learning styles, modalities, and intelligences.

### **Neglected or Delinquent**

The purposes of Title I, Part D are to: (1) improve educational services for children and youth in local and State institutions for neglected or delinquent children and youth so that they have the opportunity to meet the same challenging State academic content and State student achievement standards that all children in the State are expected to meet; (2) provide these children with services to enable them to transition successfully from institutionalization to further schooling or employment; and (3) prevent at-risk youth from dropping out of school as well as to provide dropouts and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education.

Muscogee County School District will provide a free and appropriate public education for children whose primary residence is a facility or treatment center for neglected children. Many children residing in facilities range between sixth through twelfth grades. Students attend schools throughout the geographical area of the district. These students will be evaluated by means of the same assessment instruments as other scholars to measure academic achievement. School personnel will follow district, State, and federal guidelines to ensure students meet state standards established for all learners.

Participation in parental involvement opportunities offered by the district as well as school-based activities will be available for directors and personnel from each residential facility or treatment center. Further parental assistance may be provided by means of parenting materials, resources and supplies available for all parents of students enrolled in schools within the district. Additional support for neglected children may be available from the Title I Office.

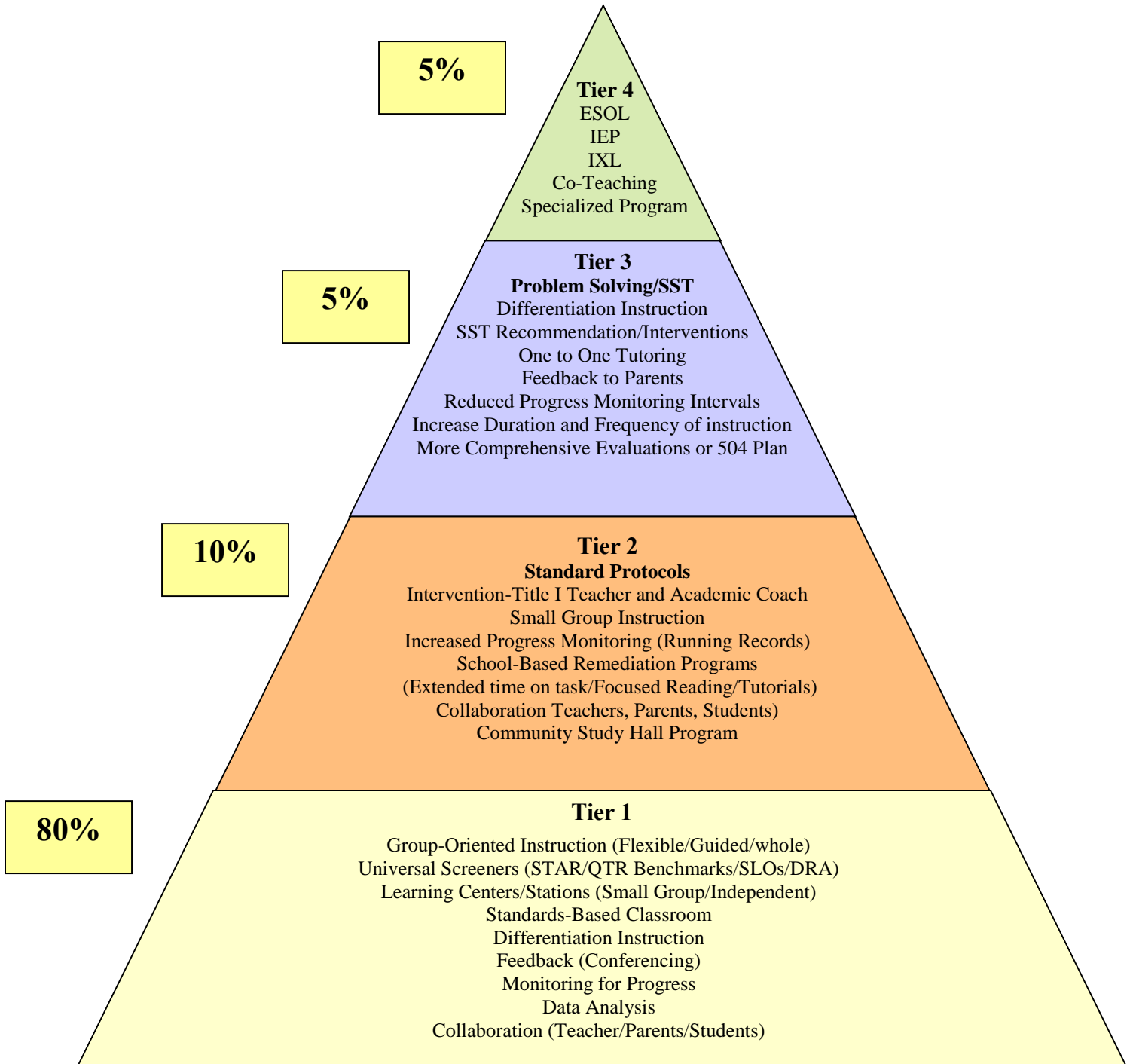
**English for Speakers of Other Languages (ESOL)**

Language support for English Learners (EL) will be provided in accordance to Title III laws and mandates by the Civil Rights Office. A faculty representative receives training from the Local Education Agency (LEA) and Georgia Department of Education Title III to serve as the English for Speakers of Other Languages liaison.

**At-Risk Students**

The Prevention and Intervention Programs for Children and Youth Who Are At-Risk of not meeting standards set by the Georgia Department of Education are provided academic supports for success. State funds may be utilized to provide students additional assistance to improve achievement, meet standards, or exceed standards.

## Response to Intervention (RTI) Pyramid



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

- 3(a). Instruction by highly qualified professional staff.
- The MCSD Human Resources Division works to hire highly qualified teachers in all schools.
  - Principals are responsible for recommending employees and assigning them areas in which they will remain highly qualified.
  - The MCSD Human Resources Division and the MCSD Professional Learning Department work with schools to ensure that all persons paid with Title I funds are highly qualified at the time they are hired.
- 3(b). Strategies to attract highly qualified teachers to high-needs schools.
- Maintain a district website to provide information for prospective employees along with a teacher recruitment video that prospective employees may view
  - Host an annual “New Teacher Recruitment Fair”
  - Implement a high quality teacher mentoring program that will work well with Human Resources and the Professional Learning Department to ensure highly qualified teachers are hired.
  - Offer best practices institutes through the Professional Learning Department to help teachers attain the PLU’s necessary for re-certification.

The strategies the school will use to attract highly-qualified teachers are:

- Participate in the MCSD “Teacher Recruitment Fair”
- Utilize a team interview process for screening applicants
- Provide on-site teacher mentors (Teacher Support Specialists) for induction level teachers
- Offer job embedded professional learning
- Provide common grade level planning time
- Provide teacher support and feedback through on-site academic coaches
- Maintain a clean, welcoming environment
- Maintain a positive faculty/administration relationship
- Recognize exemplary teachers and practices

### **4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.**

A. The school will include teachers, principals, paraprofessionals, and, if appropriate, pupil services personnel, parents, and other staff in the following professional development activities. The professional development will be designed to address the root causes of the identified needs of the school.

- Response to Intervention (RTI)
- Data Team Process
- Differentiated Instruction

B. The school will align professional development with the State’s academic content and student academic achievement standards for greatest student academic achievement.

C. The school will devote sufficient resources to carry out effective professional development activities that are primarily job embedded and address the root causes of academic problems.

- Professional materials and supplies job-embedded on-site training
- Resources for classrooms to carry out the implementation plans
- Redelivery of workshops and meetings that teachers attend
- Evaluations which reflect implementation of research-based practices
- Data team meetings and grade level meetings
- Title I pays for intervention teacher and instructional paraprofessionals
- Money for contracted services, conferences and workshops have been allocated

D. The school will include 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 in the following ways.

- The school will provide professional learning opportunities in the use of data driven instruction to improve individual student achievement and the overall instructional program.
- Teachers will participate in professional learning activities on the use of academic assessments to drive the instructional program. Teachers will learn how to use assessments to determine long range plans at grade level meetings.
- Assessment drives the selection and attendance at professional learning. Day to day formative and summative assessment in the classrooms is the initial source of information provided to teachers about student learning. The next line of information comes when teachers meet, review and plan instruction based on student performance on various assessments in preparation for the Georgia Criterion Reference Competency Test (CRCT) given in the spring of the year.
- Data from these various sources will help the school determine the SMART goals for the year and what types of professional learning will be needed to address the goals. The data sources will provide evidence of improvements in student learning as a result of faculty and staff participation in professional learning opportunities.



**DAWSON ELEMENTARY SCHOOL**  
**Professional Development Plan 2014-2015**

<p><b>Professional Development Goal:</b> <i>(Aligned to the School Improvement Plan)</i></p>	<p>1. 100% of classrooms will provide rigorous, engaging math instruction that is differentiated to meet identified student needs.</p> <p>2. Teachers will incorporate hands-on science learning activities that advance conceptual understanding and facilitate science inquiry into the classroom</p> <p>3. The percentage of classes utilizing differentiated instruction will increase to 100%.</p>				
<p><b>Knowledge:</b> <i>(What new knowledge will result from the professional development effort that addresses this goal)</i></p>	<p>Teachers will be able to discuss and implement specific, research-based instructional strategies that will increase student engagement and academic growth.</p> <p>Teachers will learn how to differentiate math instruction using the workshop model in a standards-based classroom.</p> <p>Teachers will learn new strategies to facilitate student-centered science exploration in the classroom.</p> <p>Teachers will improve student achievement through collaborating, monitoring for results, and sharing successful instructional strategies supported by the data.</p> <p>Teachers will learn classroom management strategies for teaching with small, differentiated groups in the classroom.</p>				
<p><b>Skills:</b> <i>(What new skills will result from the professional development effort that addresses this goal)</i></p>	<p>Teachers will be able to utilize differentiated, student-centered strategies that are engaging and rigorous.</p> <p>Teachers will be able to incorporate hands-on activities into science instruction.</p> <p>Teachers will be able to incorporate performance tasks for students in the science classroom.</p> <p>Teachers will be able to use data analysis to differentiate instruction and provide targeted instruction to meet identified student needs.</p> <p>Teachers will plan and implement interventions to meet the needs of specific students.</p> <p>Teachers will utilize conferencing with individual students to provide effective feedback</p>				
<p><b>Aligned Professional Development</b></p>	<p><b>Results Indicators</b> <i>(a measurable, percent, increase in adult/student learning results)</i></p>	<p><b>Primary Leadership</b> <i>(Designate the team, teacher and/or leader responsible)</i></p>	<p><b>Intended Audience</b> <i>(Stakeholders)</i></p>	<p><b>Timeline</b> <i>(Include completion date)</i></p>	<p><b>Resources/Budget</b> <i>(people, materials, time, budget projected cost)</i></p>

Professional development on differentiating instruction with enVision Math	Increased growth as measured by pre- and post-tests and common benchmark assessments	Administrators Regional Academic Coach	Teachers	August 2014 - May 2015	No cost
Professional development on using hands-on activities to teach science concepts	Increased use of hands-on activities in the science classroom Increased growth as measured by pre- and post-tests and common benchmark assessments	Administrators Regional Academic Coach	Teachers	August 2014 – May 2015	Materials Activity or QBE funds: \$500
Professional development on the RTI process	Increased growth on State, District, and classroom assessments	Administrators School Psychologist, School Counselor	Teachers	August 2014 – January 2015	No cost
Professional development on leading and managing the differentiated classroom	100% of teachers will utilize differentiated instruction	Principal, Academic Coaches	Teachers	August 2014 – April 2015:	No cost
<b>How will you monitor the implementation to confirm impact on classroom practice?</b> ( <i>Evidence through work product, evidence through observation, etc.</i> )					
Administrators will review lesson plans. Focus walks will be conducted by school administration, academic coach, and peer teachers. Principal and academic coach will provide feedback to individual teachers.					

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## **5. Strategies to increase parental involvement.**

- A. The school will involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of school-wide programs and the school parental involvement policy by sharing information at the Title I Annual Parent Meeting, Title I family engagement workshops, and through Title I parent surveys.
- B. The school will update the school parental involvement policy periodically to meet the changing needs of parents and the school and distribute it to the parents of participating children. The parental involvement plan will be available to all stakeholders by: posting the revised policy on website, sending the policy home with a cover letter, and including the policy in the school's handbook. Copies of the parent involvement policy will be housed in the front office, parent resource room, and media center. The policy will also be available at all Title I family engagement workshops throughout the school year.
- C. The school 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 school-wide plan, and the school-parent compact and encourage and invite all parents of participating children to attend by conducting a Title I Annual Parent Meeting in the fall of the school year to share Title I information. Each parent will receive a Title I brochure at the meeting. The brochures will be housed in the front office, parent resource room, and media center for parents who were unable to attend the annual meeting. The Title I brochure will also be posted on the school and district website.
- D. The school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I. The school will survey parents to determine the needs of the parents at the beginning of the school year.
- E. The school 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 providing a feedback card at the end of each workshop or activity. The suggestions and comments will be kept on file at the school. The school will also maintain communication logs to address any concerns parents may have throughout the school year.

- F. The school will jointly develop with parents of participating children a school-parent compact which outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The school-parent compact will be an agreement that parents, teachers, and students will develop together. It explains how parents and teachers will work together to make sure all students reach grade-level standards. The compact will be updated annual to address the needs of the parents, students and teachers.
- G. As appropriate, the school will provide assistance to parents of participating children in understanding the state's academic achievement standards, the state and local academic assessments including alternate assessments, the requirements of Title I, Part A, and progress monitoring of their children, by offering a variety of workshops and activities throughout the school year to share academic information. Parents will also receive information through newsletters, handouts, Connect-Ed messages, and school and district website.
- H. The school 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 maintaining a parent resource room for parents to check out educational materials to use with students at home. Parent Liaisons, Family Services Coordinators will coordinate and conduct Title I family engagement workshops and activities to address the academic needs of the school.
- I. The school 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 school, by conducting a parent engagement training to all staff in the fall of each school year. The Georgia Department of Education (GaDOE) parent engagement modules will be utilized for training all staff members at the school. The MCSD Title I Parent Coordinator will provide technical assistance to the parent liaisons, family services coordinators and parent contacts during the school year.
- J. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head 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 parents in more fully participating in the education of their children, by providing opportunities for parents to attend the district and school parent engagement workshops, activities, and events.

- K. The school will take the following actions to ensure that information related to the school 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: posting on the school and district website, sending out newsletters and calendars, extending invitations to parents, publishing flyers, and establishing two-way communication.
  
- L. The school 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 ESEA in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand, by working with the ESOL Parent Coordinator, Special Education Parent Mentors, Outreach Coordinator, and translators to meet the needs of all parents.

**DAWSON ELEMENTARY SCHOOL**  
**School Improvement Parenting Action Plan 2014-2015**

<b>School-wide Problem-of-Practice:</b> <i>(Abbreviated Data Analysis Narrative)</i>	Family involvement in all areas of the school needs to increase. The root causes determined were the need for flexible times to accommodate parents' schedules, workshops tailored to meet the needs of Dawson parents, and consistent communication to parents on a weekly and monthly basis.				
<b>SMART Goal Statement # <u>4</u></b>	Parental Involvement at Dawson Elementary will increase 20% from the previous school year as measured by attendance taken at monthly workshops, visits to the Parent Resource Room, and Communication Logs.				
<b>Prioritized Strategies for Improvement</b> <i>(Insert your 1-3 measurable strategies)</i>	<b>Results Indicators</b> <i>(A measurable, percent, increase in parent involvement/capacity results)</i>	<b>Primary Leadership</b> <i>(Designate the person(s) responsible)</i>	<b>Evidence</b> <i>(Create descriptors of proficient practices to look for.)</i>	<b>Artifacts</b> <i>(Insert what data you will monitor)</i>	<b>Budget</b> <i>(Insert what budget funds will come from and projected cost)</i>
Present Monthly Family Engagement Workshops to meet the needs and times of the Dawson families.	Number of parent/family members attending the workshops will increase 20% from the previous school year.	Family Services Coordinator  Administrators  K-5 teachers	Parents will communicate and implement new strategies/topics/ideas learned from parenting workshops.  Parents will describe how workshop opportunities provide support for their children in the areas of academic achievement	<ul style="list-style-type: none"> <li>• Agendas</li> <li>• Sign-in Sheets</li> <li>• Surveys</li> <li>• Photos from workshops</li> </ul>	\$500.00 (Title I)
Maintain and update Title I Parent Resource Room/Area for parents to check out educational books, materials, and resources.	Increase the number of parents/family members checking out materials from the Parent Resource Room by 10% by the end of the school year.	Family Services Coordinator	Increase in percentage of students meeting or exceeding the standards on State assessments  Increased number of parents/family members checking	<ul style="list-style-type: none"> <li>• Checkout Logs</li> <li>• Communication Logs (newsletters, flyers)</li> <li>• Photos</li> </ul>	\$3000.00 (Title I Parent Set Aside)

			out resources		
<p>Provide consistent two-way communication with parents and family members:</p> <ul style="list-style-type: none"> <li>• weekly classroom newsletters</li> <li>• monthly Parenting newsletter</li> <li>• parent conferences</li> <li>• quarterly surveys</li> <li>• communication logs</li> <li>• updated school website</li> <li>• Parent Portal</li> <li>• Connect-Ed messages</li> </ul>	<p>100% of parents/family members will receive two-way communications in various formats regarding student academics at Dawson Elementary.</p>	<p>Administrators</p> <p>Family Services Coordinator</p> <p>All Teachers</p>	<p>Parents will explain how their children are progressing toward meeting and exceeding the standards</p>	<ul style="list-style-type: none"> <li>• Teachers' Communication Logs</li> <li>• Weekly Grade Level Newsletters</li> <li>• Monthly Dawson Newsletters</li> </ul>	<p>\$100.00 (Title I)</p>
<p><b>What are some things you anticipate you will need to do to ensure success?</b> <i>(Identify professional development expectations, effect and cause data collection frequency and practices, resources, etc.)</i></p>					
<p>In order to ensure success of this goal: Plan monthly parent meetings that address academic needs, make parents aware of available resources and how to use effectively, and encourage parents to check-out materials. Supplies are needed to create surveys, newsletters, and materials for parent workshops. Collect communication logs and newsletters to ensure two-way communication is occurring at Dawson Elementary School.</p>					

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

The school has included plans for students to transition from pre-k to kindergarten fifth grade students to middle school and middle to high school and beyond. (Please use these statements as needed for your school)

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

- Each year, all regular and special education students in Pre-K and STEPS will visit the Kindergarten classes periodically to see “how things work” in the next level.
- Pre-K parents will attend workshops to address readiness skills and how to help their children develop these skills throughout the year and the summer break.
- Parent workshops will be conducted periodically to give practical instruction to parents.
- Pre-K teachers will work with pre-k students, parents, and teachers by assisting with questions that arise throughout the school year concerning Kindergarten requirements.
- The district will host a Kindergarten Round-up in the spring
- Pre-K and Kindergarten teachers will host an Open House for parents and students to visit Kindergarten classrooms.
- Information will be provided to the parents that highlight kindergarten and what they can expect their children to learn.
- Summer Kindergarten Transition Packets will be sent home to Pre-K parents.
- Kindergarten teachers will hold a Summer Kindergarten Transition Program (SKTP) for ten days during the summer.

### **Fifth Grade to Middle School:**

- All regular and special education students in fifth grade are rotated between different teachers for academic studies. This changing of classes on the same hall serves as preparation for the changing of classes in the middle school.
- Neighborhood and Magnet middle school personnel will visit to give an orientation of the neighborhood middle schools surrounding the school.
- The parent liaison will help to communicate the importance of academic support at home.

## **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.**

The ways Dawson Elementary School includes teachers in decisions regarding use of academic assessments are:

- The administration, teachers, staff, students, and parents are involved in the on-going formal and informal assessment of student achievement.
- Weekly data team meetings are designed to disaggregate and analyze data on formative and summative assessments.
- Both formal and informal assessments are used to monitor student progress and improve instructional practices.
- The data collected and analyzed are used to assess individual student needs and determine appropriate interventions which will increase student achievement.
- The school will utilize assessments to evaluate the effectiveness of instruction and the



strengths and weaknesses of students to enhance learning.

- Teachers will use a wide variety of both formative and summative assessments to identify student progress in order to modify and improve instruction, monitor the implementation of the school improvement plan and short-term action plan, and assist student learning.
- Monthly dates are established to provide a systematic flow of scheduled meetings and events throughout the year. This long range planning establishes the framework for the faculty and staff to collaborate, assess, design instructional strategies, and assessments to help students successfully achieve the necessary Common Core Standards through carefully planned instruction.

**8. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:**

8(a). All students will be given opportunities to be successful and meet state and national standards. The needs of students with disabilities, students with limited English proficiency (LEP), homeless and migrant students will be identified and addressed to ensure that the students have every opportunity possible to be successful in school. Differentiated strategies are used to enable the student to achieve their learning goals. Students with weaknesses, in academic and/or social areas, are identified through on-going monitoring and assessments which include: district benchmarks, universal screeners, Student Support Team (SST), and teacher observations. Teachers will continue to receive training in the identification of students with difficulties and strategies that are appropriate for intervention.

Data Teams are implemented to assist in identifying struggling students and to provide strategies for working with students' weaknesses. The Pyramid of Interventions will be utilized as needed to meet students' individual learning needs.

8(b). The importance of professional training is articulated to all stakeholders. Teachers are provided requisite tools to identify the academic weaknesses of the students. Research-based training will be provided in the following areas:

- Data Teams
- Differentiated Instruction Strategies (Universal Design for Learning)
- Students with Disabilities (SWD) disproportionality
- Student Engagement
- Response to Intervention (RTI)
- Co-Teaching
- Literacy Interventions
- Mathematics Interventions
- Cross Curriculum Learning
- Standards- Based Classroom
- Content Knowledge
- Assessment Literacy (Formative Instructional Practices)
- Discipline/Behavior Management (Positive Behavior Intervention Support)

8(c). Parent-Teacher conferences that detail what the school will do to help the student, what the parents can do to help the students and additional assistance available to the student at the school or in the community.

- School-Parent Compacts are agreed upon and signed by all stakeholders. These compacts are housed in the classroom or the parent resource room.
- Teachers keep up-to-date documentation of all teacher-parent conferences. Tier 1 forms are utilized to keep the documentation consistent throughout the school. Any face-to-face or phone conferences are documented, dated, and housed in the teacher's classroom data notebook.
- The school will document meaningful two-way communication between parents and teachers throughout the year.
- Monthly Parent workshops/meetings will be provided by the parent liaison, family services coordinator or parent contacts.
- Parent-Teacher conference notes will be maintained by teachers and administrators
- Progress reports and report cards will be sent to parents.
- Teachers will contact parents in multiple ways (emails, notes, newsletters, face to face, Connect Ed, and phone calls throughout the school year).

### **9. Coordination and integration of federal, state, and local services and programs.**

Federal, state, and local services and programs are coordinated and integrated into the instructional program aimed at improving student achievement. The school will collaborate with program managers of available funds to prevent duplication of services and effort.

- **Instructional Extension Program (IEP)** funds will be utilized to pay teacher salaries and provide student transportation for an extended day tutorial program for students not meeting standards.
- **Quality Basic Education (QBE)** funds will be utilized to provide personnel, instructional materials, supplies, and services to support instruction.
- **Title I, Part A Programs for Disadvantaged Children** Title I funds provide supplemental instructional personnel, materials and supplies, instructional technology, software and safety net programs.
- **Title II A—Teacher Quality/ Professional Learning** funds are utilized to purchase professional development resources including professional books for book studies.
- **Title III A—ESOL** funds are provided to support English Learners (EL).
- **Race to the Top (RT3)** funds have been utilized to subsidize district-wide professional development.
- **IDEA—Programs for Exceptional Students** funds are federal funds received based on the number of exceptional students in the school. These funds are utilized to provide materials and supplies for teachers of these students.

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

#### ***Instruction***

- Intervention teachers (Salaries and Benefits)
- Instructional Paraprofessionals
- Extended Day/year Teachers (Salaries and FICA)
- Substitutes for Title I Teachers on Sick Leave
- Contracted Services for Student Instruction
- Instructional Software

- Instructional Supplies and Supplemental Books

***Improvement of Instruction***

- Academic Coach (Salaries and Benefits)
- Substitutes for Workshops & Conferences
- Contracted Services
- Training Materials and Books
- Teacher Registration/Travel
- Stipends for Teachers Receiving PLUs for Professional Learning while Off Contract

***Pupil Services***

- Counselor Registration/Travel
- Counseling Materials
- Counseling Software
- Contracted Services

***Media Services***

- AR Books

***School Administration***

- Administration Registration/Travel

***Student Transportation***

- School Transportation
- Charter Bus Transportation

***Parenting***

- Parent Liaison/Family Services Coordinator- Salary and Benefits
- Parenting Materials and Supplies
- Parenting Refreshments
- Contracted Services for Parents

9(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.

Dawson Elementary doesn't receive these funds.

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

After assessment reports for individual students have been received, parents will be provided information concerning the results of the annual review including school performance profiles, individual student assessment results and interpretation of those results. A description and explanation of the school curriculum and the assessments used to measure student progress and the proficiency levels the students are expected to meet.

Assessment results and their interpretations will be shared with parents in a number of ways: during Title Annual Parent Meeting at the beginning of the year, letters, posting on the school's website and in the data room, and during parent-teacher conferences, parent workshops, and PTSA meetings. Test results will also be sent home in either progress reports or report cards.

Parents will be notified of assessments results through parent meetings, report cards, parent-

teacher conferences, and written notices. Parents will be notified of CRCT scores as soon as they become available. Both the state department of education and the local school district release test scores to the public via the media.

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

The State provides collection and disaggregation of student achievement data results on adequate yearly progress assessments and for third, fifth and eighth grade writing assessments. The state makes efforts to report statistically sound assessment results. Disaggregated reports are published on the Georgia Department of Education (GADOE) website and released to the news media by the State Superintendent of Education. A link to the GADOE is provided on the MCSD website. The local television and radio stations and newspapers provide the local citizens with detailed information about test results.

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

The State makes efforts to report statistically sound assessment results. The Georgia Department of Education (GaDOE) determines the statistical soundness of State-mandated tests. When there is a question of validity of a non-State mandated test or its administration procedures, the Muscogee County School District's Department of Research, Evaluation, and Accountability is available to apply the rules of validity or soundness and provide technical assistance in the process.

**13. Provisions for public reporting of disaggregated data.**

The State provides collection and disaggregation of student achievement data results on adequate yearly progress assessments and for third, fifth and eighth grade writing assessments. The state makes efforts to report statistically sound assessment results. Disaggregated reports are published on the Georgia Department of Education (GADOE) website and released to the news media by the State Superintendent of Education. A link to the GADOE is provided on the MCSD website.

The MCSD Director of Communications provides detailed information to local television and radio stations, newspapers, and local citizens about test results. Additionally, the director provides media releases that include disaggregated reports of progress.

The Director of Research, Evaluation, and Accountability conducts live presentations of the system's status to the local school Board.

The MCSD will provide an on-line report of student progress to the community. This will be available on the school district website.

School sends letters to parents to inform them of their student's disaggregated data. Teachers are available as needed for conferences to assist parents in understanding their student's scores.

**14. The plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers under section 1117, determines that less time is needed to develop and implement the school-wide program.**

This is a School-wide Program school. The School-wide Program under which the school is

operating has an approved plan that was developed over a one-year period with technical assistance provided by an outside educational consultant. The plan is updated by school representatives and it is reviewed by representatives from the Central Office and outside consultants. The review process is conducted annually.

**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).**

Stakeholders were involved in the development of the plan through several avenues. The Leadership Team of the school includes at least one parent, a teacher representative from each core area, a teacher representative of students with disabilities, school administrators, and academic coaches or school improvement specialists. Stakeholder surveys and questionnaires are distributed and the results calculated to help determine areas for improvement. Teachers and other stakeholders, through representation of the Leadership Team, analyze data and use this analysis to make decisions about goals and strategies for the plan.

**16. Plan available to the LEA, parents, and the public.**

Once the plan is reviewed and approved by a Central Office review team, it is placed on the Muscogee County School District's website to be viewed by the LEA, public, parents, and other stakeholders. Copies of the plan are located in the school's media center, parent resource room and office and available to parents and visitors upon request.

**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.**

The Muscogee County School District will provide a translated version of the School Improvement Plan as needed for schools that have a significant percentage of parents who speak a common language other than English.

**18. Plan is subject to the school improvement provisions of Section 1116 of ESEA as amended by Georgia's ESEA Flexibility Waiver.**

The school will comply with the provisions of Section 1116 of Title I, Part A-Improving the Academic Achievement of the Disadvantaged of the Elementary Secondary Education Act of (ESEA) of 1965.