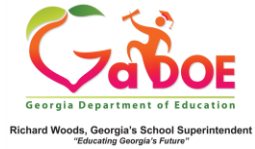


## Georgia Department of Education Title I Schoolwide/School Improvement Plan

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
<b>School Name:</b> Dorothy Height Elementary	<b>District Name:</b> Muscogee County	
<b>Principal Name:</b> Mr. Eddie Lindsey	<b>School Year:</b> 2015-2016	
<b>School Mailing Address:</b> 1458 Benning Dr. – Columbus, GA 31903		
<b>Telephone:</b> 706-683-8871		
<b>District Title I Director/Coordinator Name:</b> Dr. Timothy Smith		
<b>District Title I Director/Coordinator Mailing Address:</b> 2960 Macon Rd.		
<b>Email Address:</b> smith.timothy.s@muscogee.k12.ga.us		
<b>Telephone:</b> 706-748-2154		
ESEA WAIVER ACCOUNTABILITY STATUS		
(Check all boxes that apply and provide additional information if requested.)		
<b>Priority School</b> <input type="checkbox"/>	<b>Focus School</b> <input type="checkbox"/>	
<b>Title I Alert School</b> <input type="checkbox"/>		
<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>



## **Georgia Department of Education Title I Schoolwide/School Improvement Plan**

### SWP Template Instructions

- All components of a Title I Schoolwide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists, all components/elements marked as “Not Met” need additional development.
- Please add your planning committee members on the next page.
- The first ten components in the template are required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).
- Please submit your School Improvement Plan as an addendum after the header page in this document.



## Georgia Department of Education Title I Schoolwide/School Improvement Plan

### SWP/SIP Components

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

*Response:*

A. The Muscogee County School District Superintendent, Dr. Lewis, has communicated that a successful school places a priority on high expectations and achievement for all students; a successful school is also focused on the future and providing a world-class education for all students (Lewis, 2014).

Dorothy Height Elementary School is committed to setting high expectations and ensuring optimal achievement for its students. They are dedicated to ensuring their students are college and career ready. Dorothy Height opened its doors during the 2014-2015 school year. The school was formed after the closing of two smaller schools, Cusseta Road Elementary and Muscogee Elementary, thereby merging the two into one larger school.

A parent perception survey was distributed and analyzed in March 2015 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 (MCSD) website in April to gather feedback from all stakeholders in the district. Additionally, MCSD 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, MCSD School Briefs and numerous television announcements. The stakeholders' input was used by various departments of the MCSD to collaboratively write the district improvement plan. The CLIP was submitted and approved by the Georgia Department of Education in September 2015.

The Dorothy Height Leadership Team met in June 2015 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 coach and select teachers. The

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

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 2015-2016 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 2015, 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 2015. The final School Improvement/School Wide Plan was submitted to the district office in October of 2015.

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

- Georgia Milestones Assessment System (GMAS): is a State mandated test designed to measure how well students acquire the skills and knowledge described in the Georgia Standards of Excellence (GSE) for English Language Arts and mathematics and Georgia Performance Standards (GPS) for science and social studies. The GMAS replaces the Criterion- Referenced Competency Test.
- Criterion-Reference Competency Test (CRCT): a set of tests administered at public schools in the state of Georgia that are designed to test the knowledge of third through eighth graders in reading, English/language arts (ELA), Mathematics, Science and Social Studies. Data from 2012-2014 was used.
- Iowa Test of Basic Skills (ITBS): The ITBS is a set of tests administered to kindergarten through third grade students in Muscogee County that are designed to measure key academic areas and offer diagnostic data that can be used to create intervention groups and drive curricular decisions. The fall administration scores serve as the Student Learning Objectives and are used to measure and document gains from the baseline administration to the end-of-the-year.
- 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.
- College and Career Readiness Performance Index (CCRPI): CCRPI is a comprehensive school improvement, accountability, and communication platform for all educational

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stakeholders that will promote college and career readiness for all Georgia public school students.

- Common Unit Assessments (CUAs): These assessments are used as benchmarks for student achievement progress and to help measure teacher effectiveness and progress toward the standardized assessment.
- Focus Walk results: 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
- Promotion/Retention Rates - To determine supports for academic progress
- Report Card Data
- Student Attendance Data
- All and Subgroup Student Demographics
- Faculty/Staff Data (attendance, HQ status, experience etc.)
- Parental involvement and perception data to measure engagement levels and programmatic effectiveness in meeting student and family needs.

C. Dorothy Height Elementary School does not have a migrant 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. Dorothy Height Elementary reflected on the most 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.

**GMAS:**

**Data here**

**Analysis:**

**Major Strengths:**



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### Major Challenges:

### Root Causes:

### Specific Academic Needs Addressed:

### CRCT:

Grade 3	Reading			ELA			Math			Science			Social Studies		
	12	13	14	12	13	14	12	13	14	12	13	14	12	13	14
Muscogee	73	75	83	79	58	74	71	54	66	47	39	35	65	57	55
Cusseta	63	79	88	71	68	75	55	64	85	40	52	50	50	65	75

Grade 4	Reading			ELA			Math			Science			Social Studies		
	12	13	14	12	13	14	12	13	14	12	13	14	12	13	14
Muscogee	72	83	72	72	76	67	43	50	44	43	67	41	32	60	31
Cusseta	52	69	80	63	65	73	42	70	58	28	38	53	22	50	62

Grade 5	Reading			ELA			Math			Science			Social Studies		
	12	13	14	12	13	14	12	13	14	12	13	14	12	13	14
Muscogee	74	84	91	83	88	82	66	78	82	43	51	44	52	62	44
Cusseta	71	79	94	79	88	90	52	83	87	33	44	59	47	63	79

### Analysis:

In Grade 3, scores increased in Reading (8 percentage points), ELA (16 percentage points), and Math (12 percentage points) at Muscogee; scores decreased in Science (4 percentage points) and Social Studies (2 percentage points). Scores increased in all content areas, Reading (9 percentage points), ELA (7 percentage points), Math (21 percentage points), and Social Studies (10 percentage points), except Science which decreased 2 percentage points for Cusseta.

In Grade 4, scores decreased in all content areas, Reading (9 percentage points), ELA (9 percentage points), Math (6 percentage points), Science (26 percentage points), Social Studies (29 percentage points), for Muscogee. Scores, for Cusseta, increased in all content areas, Reading (11 percentage points), ELA (8 percentage points), Science (15 percentage points), Social Studies (12 percentage points), except Math which had a decrease of 12 percentage points.

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In Grade 5, scores increased in Reading (7 percentage points) and Math (4 percentage points), and decreased in ELA (6 percentage points), Science (7 percentage points), and Social Studies (18 percentage points), for Muscogee. Scores, for Cusseta, increased in all content areas, Reading (15 percentage points), ELA (2 percentage points), Math (4 percentage points), Science (15 percentage points), and Social Studies (16 percentage points).

### **Major Strengths:**

Cusseta Road improved at all grade levels, and in every content area, with the exception of 3rd grade Science and 4th grade Math. The biggest improvements can be seen in 3rd grade Math and 5th grade Reading with twenty-one and fifteen percentage point increases respectively. It should be noted that Cusseta Road was identified as a priority school in year 2012. Due to significant student achievement gains in years 2013 and 2014, the school was removed from priority status by the Georgia Department of Education.

Muscogee improved in 3rd grade Reading, ELA, and Math AND 5th grade Reading and Math. Improvements were not seen in the grade levels and content areas not mentioned above.

The major Reading strength is in the fifth grade. An average of ninety-two percent (92%) of All students met or exceeded the standard. The major strength in mathematics is in grade five. An average of Eighty-four percent (84%) of the fifth grade students met or exceeded the standard.

### **Major Challenges:**

In Grade 4, scores decreased in every content area for Muscogee. Science or Social Studies decreased in all grades from 2013 to 2014. All scores are below the state average.

### **Root Causes:**

- Lack of formative assessments on a consistent basis to provide targeted instruction/intervention in a timely manner
- Lack of consistent use of a standards based classroom (SBC)
- Minimal use of differentiation strategies during instruction
- Minimal use of close reading strategies
- Minimal use of effective strategies that allow to adequately read informational text
- Gradual release of responsibility is not being incorporated during instruction, and the collaborative component is mostly nonexistent
- Sporadic use of effective classroom management strategies





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- A need to focus on content specific vocabulary and the varying uses of content specific vocabulary in assessments

### Specific Academic Needs Addressed:

The results from the State academic assessment, (CRCT), were reviewed and studied. The overall data revealed Cusseta Road and Muscogee scored higher in ELA and reading when compared to mathematics. The major Math need is in grade four. An average fifty-one percent (51%) of the students met or exceeded standards. The major ELA need is in grade four. An average of seventy percent (70%) of the students met or exceeded standards. Neither school met the State Performance targets in any area. Therefore, the school will specifically address the math content area. Research shows there is a strong correlation between reading and writing, therefore; the school also chose to address those academic areas as well.

Scores from the 2013-2014 mathematics Criterion Referenced Competency Test (CRCT) demonstrated students were performing below average as compared to the district and state.

### ITBS (SLO):

	Pre Score	Post Score	Did Not Meet Growth Target	Met Regular Growth Target	Met High Growth Target
<b>Kindergarten</b>					
ELA	120.79	180.11	43.8%	37.1%	19.1%
Reading	173.74	210.66	60.4%	30.8%	8.8%
Math	153.59	237.03	30.4%	27.5%	42.2%
<b>1<sup>st</sup> Grade</b>					
ELA	196.91	239.26	54.3%	31.9%	13.8%
Reading	200.41	242.35	49.0%	32.7%	18.4%
Math	174.32	239.26	34.7%	36.8%	28.4%
<b>2<sup>nd</sup> Grade</b>					
ELA	249.32	292.39	54.5%	33.0%	12.5%
Reading	252.81	301.69	50.6%	28.1%	21.3%
Math	236.74	306.74	29.3%	44.6%	26.1%
<b>3<sup>rd</sup> Grade</b>					
ELA	319.89	376.97	49.4%	29.2%	21.3%
Reading	318.46	373.08	47.3%	23.1%	29.7%
Math	334.84	425.82	26.4%	25.3%	48.4%



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### **Analysis:**

Students in grades K-3 took the ITBS, which represented their SLO, in the fall and again in the spring as a pre and post assessment. The class summary was reported using the average scale score and the percent not meeting, meeting, or exceeding the growth target. Districts determine the growth target for SLO assessments. The "regular" (meets) grade equivalent growth target was 0.5; and the "high" (exceeds) grade equivalent growth target was 1.0.

In ELA, 46% of students, in K-3, scored at the regular growth target or higher. In Reading, 40% of students, in K-3, scored at the regular growth target or higher. In Mathematics, 65% of students, in K-3, scored at the regular growth target or higher. Kindergarten had the highest percent, 60.4%, of students not meeting the growth target in Reading; the lowest percent, 30%, was in Mathematics. 1<sup>st</sup> grade had the highest percent, 54%, of students not meeting the growth target in ELA; the lowest percent, 35%, was in Mathematics. 2<sup>nd</sup> grade had the highest percent, 56%, of students not meeting the growth target in ELA; the lowest percent, 29%, was in Mathematics. 3<sup>rd</sup> grade had the highest percent, 49%, of students not meeting the growth target in ELA; the lowest percent, 26%, was in Mathematics.

### **Major Strengths:**

In all grade levels, Mathematics had the lowest percentage of students not meeting the growth target. Students in Kindergarten and 3<sup>rd</sup> grade had high percentages, 42% and 48% respectively, of students meeting the high growth target.

### **Major Challenges:**

In all grade levels, Reading had a high percentage of students not meeting the growth target. In Kindergarten, 60% did not meet the growth target; in 1<sup>st</sup> grade, 49% did not meet the growth target; in 2<sup>nd</sup> grade, 51% did not meet the growth target; and in 3<sup>rd</sup> grade, 47% did not meet the growth target.

### **Root Causes:**

- Lack of formative assessments on a consistent basis to provide targeted instruction/intervention in a timely manner
- Lack of consistent use of a standards based classroom (SBC)
- Minimal use of differentiation strategies during instruction
- Minimal use of close reading strategies
- Minimal use of effective strategies that allow to adequately read informational text
- Gradual release of responsibility is not being incorporated during instruction, and the



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collaborative component is mostly nonexistent

- Sporadic use of effective classroom management strategies
- A need to focus on content specific vocabulary and the varying uses of content specific vocabulary in assessments

### Specific Academic Needs Addressed:

The results from the ITBS were reviewed and studied. The overall data show students performing higher in Mathematics when compared to Reading and ELA. Due to this observation, it has been determined that an intensive focus on Reading and ELA are needed, in addition to the importance of raising the expectations for all students to achieve at high levels of performance. Proficiency at the highest levels, in literacy and math by the end of third grade, is the goal (Lewis, 2014).

### CCRPI:

Cusseta Road Elementary College and Career Readiness Performance Index (CCRPI) Comparison								
Year	Achievement Points	Progress Points	Achievement Gap Points	ED/EL/SWD Performance Points	Exceeding the Bar Points	Challenge Points	CCRPI Scores	Change from 2012
2012	25.6	14.3	8.0	0.0	1.5	1.5	48.4	
2013	35.0	20.1	15.0	0.0	0.5	0.5	70.6	22.2
2014	36	18.8	6	0.0	0.5	0.5	61.3	12.9 (2012) -9.3 (2013)

### Analysis:

Data from the College and Career Readiness Performance Index (CCRPI) indicate CRES earned 1.0 achievement point more in 2014 when compared to 2013. There were no increases in progress, achievement gap, or challenge points. CRES's current CCRPI score is 61.3, which indicates a -9.3 change from 2013.

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.



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Performance Flags								
Legend:	Subgroup met both State and Subgroup Performance Targets	Subgroup met Subgroup but not State Performance Target	Subgroup met State but not Subgroup Performance Target	Subgroup did not meet either the State or Subgroup Performance Targets	Subgroup met Participation Rate, State Performance Target and Subgroup Performance Target	Subgroup met Participation Rate and Subgroup Performance Target but not State Performance Target	Subgroup met Participation Rate and State Performance Target but not Subgroup Performance Target	Subgroup met the Participation Rate, but did not meet either the State or Subgroup Performance Targets
Subgroup Performance	Criterion Reference Competency Tests							
	English Language Arts	Reading	Mathematics	Science	Social Studies			
American Indian/Alaskan	NA	NA	NA	NA	NA			
Asian/Pacific Islander	NA	NA	NA	NA	NA			
Black	P	P	P	P	P			
Hispanic	NA	NA	NA	NA	NA			
Multi-Racial	NA	NA	NA	NA	NA			
White	NA	NA	NA	NA	NA			
Economically Disadvantaged	P	P	P	P	P			
English Learners	NA	NA	NA	NA	NA			
Students With Disability	P	P	P	P	P			

When looking at data that indicates post elementary school readiness, in 2014, the percent of students, in 3<sup>rd</sup> grade, achieving a Lexile measure equal to or greater than 650 was 30.3% as compared to 62.5% in 2013. The percent of 5<sup>th</sup> grade students achieving a Lexile measure equal to or greater than 850 was 33.3% in 2014, as compared to 30.8% in 2013. The benchmark indicator, for these categories under post elementary school readiness, for 3<sup>rd</sup> and 5<sup>th</sup> grade, is 100%. When looking at data which predicts high school graduation, in 2014, 41% of students in 5<sup>th</sup> grade passed at least 5 courses in core content areas AND scored at Meets or Exceeds on all of the CRCT as compared to 35.6% in 2013. The benchmark indicator is 91.6%. Another predictor for high school graduation is the percent of students that score at the Exceeds level in all content areas. In 2014, 20.3% of students scored at the Exceeds level in all content areas, as compared to 14.8% in 2013. The benchmark indicator for the percent of students scoring at the Exceeds level is 65.7%.

Muscogee Elementary College and Career Readiness Performance Index (CCRPI) Comparison							
Year	Achievement Points	Progress Points	Achievement Gap Points	ED/EL/SWD Performance Points	Exceeding the Bar Points	CCRPI Scores	Change from 2012
2012	32.6	11.5	10	0	1	55.1	
2013	32	15.2	13	0	1	61.2	+6.1
2014	32	11.2	4	2	0.5	49.7	-5.4 (2012)



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							<b>-11.5 (2013)</b>
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Data from the College and Career Readiness Performance Index (CCRPI) indicate Muscogee's achievement points remained the same in 2013 and 2014. There were no increases in progress or achievement gap; however the challenge points had an increase of 2 points from 2013 to 2014. Muscogee's current CCRPI score is 49.7, which indicates a -11.5 change from 2013.

In addition, the CCRPI red performance flags indicate the Black and Economically Disadvantaged subgroups met the Participation Rate, but did not meet either the State or Subgroup Performance Targets in all content areas. The SWD subgroup met the participation rate, but did not meet either the State or Subgroup Performance Targets in mathematics, science, or social studies; in addition, for English language arts and reading, the SWD subgroup met the Participation Rate and Subgroup Performance Target, but did not meet the State Performance Target.

Performance Flags		Criterion Reference Competency Tests				
Legend:		English Language Arts	Reading	Mathematics	Science	Social Studies
	Subgroup met both State and Subgroup Performance Targets					
	Subgroup met Subgroup but not State Performance Target					
	Subgroup met State but not Subgroup Performance Target					
	Subgroup did not meet either the State or Subgroup Performance Targets					
	Subgroup met Participation Rate, State Performance Target and Subgroup Performance Target					
	Subgroup met Participation Rate and Subgroup Performance Target but not State Performance Target					
	Subgroup met Participation Rate and State Performance Target but not Subgroup Performance Target					
	Subgroup met the Participation Rate, but did not meet either the State or Subgroup Performance Targets					
	Not Applicable					
Subgroup Performance		English Language Arts	Reading	Mathematics	Science	Social Studies
American Indian/Alaskan		NA	NA	NA	NA	NA
Asian/Pacific Islander		NA	NA	NA	NA	NA
Black		P	P	P	P	P
Hispanic		NA	NA	NA	NA	NA
Multi-Racial		NA	NA	NA	NA	NA
White		NA	NA	NA	NA	NA
Economically Disadvantaged		P	P	P	P	P
English Learners		NA	NA	NA	NA	NA
Students With Disability		P-SG	P-SG	P	P	P

When looking at data that indicates post elementary school readiness, in 2014, the percent of students, in 3<sup>rd</sup> grade, achieving a Lexile measure equal to or greater than 650 was 28.9% as compared to 34.1% in 2013. The percent of 5<sup>th</sup> grade students achieving a Lexile measure equal to or greater than 850 was 33.3% in 2014, as compared to 54.3% in 2013. The benchmark indicator, for these categories under post elementary school readiness, for 3<sup>rd</sup> and 5<sup>th</sup> grade, is 100%. When looking at data which predicts high school graduation, in 2014, 28.6% of students in 5<sup>th</sup> grade passed at least 5 courses in core content areas AND scored at Meets or Exceeds on all of the CRCT as compared to 0% in 2013. The benchmark indicator is 91.6%. Another predictor for high school graduation is the percent of students that score at the Exceeds level in

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all content areas. In 2014, 11.7% of all students scored at the Exceeds level in all content areas as compared to 14% in 2013. The benchmark indicator for the percent of students scoring at the Exceeds level is 65.7%.

### **Major Strengths:**

The achievement points, for Cusseta Road, have increased every year since 2012. The overall CCRPI score, for Cusseta Road, remains above 60 as of 2014. The challenge points, for Muscogee, had an increase of 2 points from 2013 to 2014.

### **Major Challenges:**

In 2014, there were no increases in progress, achievement gap, or challenge points for Cusseta Road. There were no increases in progress or achievement gap for Muscogee. The performance indicators, for post elementary school readiness and predictors for high school, are well below the benchmark indicators for Cusseta and Muscogee.

### **Root Causes:**

- Lack of formative assessments on a consistent basis to provide targeted instruction/intervention in a timely manner
- Lack of consistent use of a standards based classroom (SBC)
- Minimal use of differentiation strategies during instruction
- Minimal use of close reading strategies
- Minimal use of effective strategies that allow to adequately read informational text
- Gradual release of responsibility is not being incorporated during instruction, and the collaborative component is mostly nonexistent
- Consistently low achievement, or minimal, from student subgroups
- Sporadic use of effective classroom management strategies
- A need to focus on content specific vocabulary and the varying uses of content specific vocabulary in assessments
- 

### **Specific Academic Needs Addressed:**

Focus on providing opportunities for students to read, both fiction and non-fiction text, so that they can increase their Lexile levels. Laser light focus on those indicators which predict high school graduation, and provide intensive support for those students who are behind.

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The following goals were established based on the root causes listed above:

- Using the results of the spring 2015 administration of the Georgia Milestones Assessment as a baseline, in the area of mathematics, the overall score for each grade level, 3<sup>rd</sup> – 5<sup>th</sup>, will increase by 5% on the spring 2016 administration of the Georgia Milestones Assessment.
- Using the results of the spring 2015 administration of the Georgia Milestones Assessment as a baseline, in the area of language arts, the overall score for each grade level, 3<sup>rd</sup> – 5<sup>th</sup>, will increase by 5% on the spring 2016 administration of the Georgia Milestones Assessment.
- Using the results of the fall 2015 administration of the Student Learning Objective as a baseline, in the area of mathematics, the overall score for each grade level, K-2<sup>nd</sup>, will increase by 5% on the spring 2016 administration of the Student Learning Objective.
- Using the results of the fall 2015 administration of the Student Learning Objective as a baseline, in the area of language arts, the overall score for each grade level, K-2<sup>nd</sup>, will increase by 5% on the spring 2016 administration of the Student Learning Objective.

Dorothy Height Elementary School 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.



**Georgia Department of Education  
Title I Schoolwide/School Improvement Plan  
Dorothy Height Elementary  
School Improvement Action Plan (ELA)**

<b>School-wide Problem-of-Practice:</b> <i>(Abbreviated Data Analysis Narrative)</i>	Scores on the Georgia Milestones Assessment, in 3 <sup>rd</sup> - 5 <sup>th</sup> grade language arts, show a minimal percentage of students at the proficient learner category and above. In addition, scores for the Student Learning Objectives, in K, 1 <sup>st</sup> , and 2 <sup>nd</sup> grade language arts, show minimal student achievement and growth. The root causes determined were: sporadic use of effective classroom management strategies, sporadic use of formative assessments and checks for understanding, a need to incorporate rigorous classroom activities to challenge students, a need to effectively utilize a standards-based classroom (SBC) model, a need to differentiate instruction, and a need to focus on content specific vocabulary and the varying uses of content specific vocabulary in assessments.			
<b>Department/Grade Level:</b>	K – 5 <sup>th</sup> grade English language arts			
<b>SMART Goal Statement #</b> _____	<ul style="list-style-type: none"> <li>Using the results of the fall 2015 administration of the Student Learning Objective as a baseline, in the area of English language arts, the overall score for each grade level, K-2<sup>nd</sup>, will increase by 5% on the spring 2016 administration of the Student Learning Objective.</li> <li>Using the results of the spring 2015 administration of the Georgia Milestones Assessment as a baseline, in the area of English language arts, the overall score for each grade level, 3<sup>rd</sup> – 5<sup>th</sup>, will increase by 5% on the spring 2016 administration of the Georgia Milestones Assessment.</li> </ul>			
<b>System Focus Area Alignment</b>	<input checked="" type="checkbox"/> Response to Intervention <input checked="" type="checkbox"/> Co-Teaching <input checked="" type="checkbox"/> Standards Based Classrooms <input checked="" type="checkbox"/> Gradual Release of Responsibility			
<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    _____ Leadership    _____ Student, Family & Community Support _____ 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 and projected costs)</i>	<b>Evidence</b> <i>(Create descriptors of proficient teacher/leader practices to look for.)</i>	<b>Artifacts</b> <i>(Insert what student/adult data you will monitor)</i>

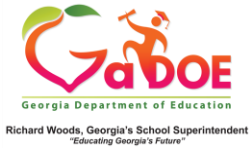


## Georgia Department of Education Title I Schoolwide/School Improvement Plan

<p>1. Data Teams</p>	<p>Increased assessment scores on district common benchmark assessments, classroom assessments, Student Learning Objectives and Georgia Milestone Assessment scores</p> <p>Increased number of students reading on their grade Lexile level</p>	<p>Teachers (Regular and Special Education) Academic coach Assistant Principal Principal Data Teams</p>	<p>Teachers will participate in bi-weekly data team meetings where they will analyze data, decide on effective teaching strategies, and determine results indicators</p>	<p>Agendas/sign-in sheets/minutes Data Team Spreadsheets Data Notebooks</p>
<p>2. Standards-Based Classroom (SBC)</p>	<p>Increased assessment scores on district common benchmark assessments, classroom assessments, Student Learning Objectives and Georgia Milestone Assessment scores</p> <p>Increased number of students reading on their grade Lexile level</p>	<p>Teachers (Regular and Special Education) Academic Coach Assistant Principal Principal</p>	<p>Teacher and students will refer to and use the language of the standards. Teacher will differentiate reading and writing instruction based on student needs. Teacher will formatively assess students' reading and writing and provide feedback. Students will engage in guided reading and writing. Student teacher conferences will take place periodically during each nine week period. Students will read and write independently.</p>	<p>Lesson Plans denote SBC model Assessment results increase Classroom observation data shows use of SBC Student work samples Common Benchmark &amp; Classroom Formative Assessments Student teacher conference form Reading response folder</p>
<p>3. Positive Behavioral Interventions and Supports (PBIS)</p>	<p>Decrease in the number of students referred to the office and decrease out-of-school suspensions</p>	<p>Teachers (Regular and Special Education) Assistant Principal Principal</p>	<p>Teachers will create a positive, preventative set of practices to manage behavior that includes: Creating rules &amp; expectations that are consistently &amp; fairly applied throughout all settings; Actively teaching the behaviors &amp; routines in the same way as core academic subjects; Acknowledging &amp; recognizing people for doing the RIGHT thing.</p>	<p>Infinite Campus behavior reports Parent contact logs Student recognitions for positive behavior</p>

**What are some things you anticipate you will need to do to ensure success? (Identify professional development expectations, effect and cause data collection frequency and practices, resources, etc.)**

Monthly monitoring will need to be done by the academic coach and/or administrative team to ensure effectiveness and consistency, weekly focus walks to be scheduled/rotated by administrators, academic coach, district instructional specialists and peer groups, resources include the GADOE website, the school district website containing curriculum maps, resources include National Center for Literacy Education (NCLE), and the reading literacy program – Reading Wonders, STAR and AR training, professional development on Differentiation, professional development on Guided Reading, and revisit Reading Wonders for all teachers. An intervention teacher and paraprofessionals will be needed to work with students, struggling with standards, in small groups. All struggling students will be offered afterschool, Saturday, and summer instruction, which will focus on previewing and remediating standards.



**Georgia Department of Education  
Title I Schoolwide/School Improvement Plan**

**Dorothy Height Elementary  
School Improvement Action Plan (Mathematics)**

<b>School-wide Problem-of-Practice:</b> <i>(Abbreviated Data Analysis Narrative)</i>	Scores on the Georgia Milestones Assessment, in 3 <sup>rd</sup> - 5 <sup>th</sup> grade mathematics, show a minimal percentage of students at the proficient learner category and above. In addition, scores for the Student Learning Objectives, in K, 1 <sup>st</sup> , and 2 <sup>nd</sup> grade mathematics, show minimal student achievement and growth. The root causes determined were: sporadic use of effective classroom management strategies, sporadic use of formative assessments and checks for understanding, lack of problem solving skills, a need to incorporate rigorous classroom activities to challenge students, a need to effectively utilize a standards-based classroom (SBC) model, a need to differentiate instruction, and a need to focus on content specific vocabulary and the varying uses of content specific vocabulary in assessments.
<b>Department/Grade Level:</b>	K – 5 <sup>th</sup> grade Mathematics
<b>SMART Goal Statement #</b> _____	<ul style="list-style-type: none"> <li>• Using the results of the fall 2015 administration of the Student Learning Objective as a baseline, in the area of mathematics, the overall score for each grade level, K-2<sup>nd</sup>, will increase by 5% on the spring 2016 administration of the Student Learning Objective.</li> <li>• Using the results of the spring 2015 administration of the Georgia Milestones Assessment as a baseline, in the area of mathematics, the overall score for each grade level, 3<sup>rd</sup> – 5<sup>th</sup>, will increase by 5% on the spring 2016 administration of the Georgia Milestones Assessment.</li> </ul>
<b>System Focus Area Alignment</b>	<input checked="" type="checkbox"/> Response to Intervention <input checked="" type="checkbox"/> Co-Teaching <input checked="" type="checkbox"/> Standards Based Classrooms <input checked="" type="checkbox"/> Gradual Release of Responsibility
<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    _____ Leadership    _____ Student, Family & Community Support _____ School Culture

## Georgia Department of Education Title I Schoolwide/School Improvement Plan

Prioritized Strategies for Improvement <i>(insert your 1-3 measurable instructional, programmatic, organizational, or leadership strategies)</i>	Results Indicators <i>(a measurable, percent, increase in student learning results)</i>	Primary Leadership/ Budget <i>(Designate the team, teacher and/or leader responsible, insert budget and projected costs)</i>	Evidence <i>(Create descriptors of proficient teacher/leader practices to look for.)</i>	Artifacts <i>(Insert what student/adult data you will monitor)</i>
1. Data Teams	Increased assessment scores on district common benchmark assessments, classroom assessments, Student Learning Objectives and Georgia Milestone Assessment scores	Teachers (Regular and Special Education) Academic coach Assistant Principal Principal Data Teams	Teachers will participate in bi-weekly data team meetings where they will analyze data, decide on effective teaching strategies, and determine results indicators	Agendas/sign-in sheets/minutes Data Team Spreadsheets Data Notebooks
2. Standards-Based Classroom (SBC)	Increased assessment scores on district common benchmark assessments, classroom assessments, Student Learning Objectives and Georgia Milestone Assessment scores	Teachers (Regular and Special Education) Academic Coach Assistant Principal Principal Budget: Title I Funds (\$5,000)	Teacher and students will refer to and use the language of the standards. Teacher will differentiate math instruction based on student needs. Teacher will formatively assess students and provide feedback. Students will engage in rigorous math activities, incorporating writing, to increase proficiency.	Lesson Plans denote SBC model Assessment results increase Classroom observation data shows use of SBC Student work samples Common Benchmark & Classroom Formative Assessments
3. Positive Behavioral Interventions and Supports (PBIS)	Decrease in the number of students referred to the office and decrease out-of-school suspensions	Teachers (Regular and Special Education) Assistant Principal Principal	Teachers will create a positive, preventative set of practices to manage behavior that includes: Creating rules & expectations that are consistently & fairly applied throughout all settings; Actively teaching the behaviors & routines in the same way as core academic subjects; Acknowledging & recognizing people for doing the RIGHT thing.	Infinite Campus behavior reports Parent contact logs Student recognitions for positive behavior
<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>				
Monthly monitoring will need to be done by the academic coach and/or administrative team, weekly focus walks to be scheduled/rotated by administrators, academic coach, district instructional specialists and peer groups, resources include OAS and GOFAR, PARCC, Smarter Balanced, Silicon Valley Math Initiative (Inside Mathematics and item bank) and Engageny.org, professional development on Differentiation, peer observations, and revisit Envision Math for all teachers. An intervention teacher and paraprofessionals will be needed to work with students, struggling with standards, in small groups. All struggling students will be offered afterschool, Saturday, and summer instruction, which will focus on previewing and remediating standards.				

## Georgia Department of Education Title I Schoolwide/School Improvement Plan

2. Schoolwide reform strategies that:

*Response:* Researched-based instructional strategies will be implemented to ensure that supplemental academic intervention/acceleration is impactful and designed to support students in meeting academic performance goals.

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

*Response:* The ways in which Dorothy Height 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, are:

- Gradual Release of Responsibility as documented in "Better Learning" by Douglas Fisher and Nancy Frey
- Standard-based Classroom Model
- Response to Intervention (RTI)
- Co-teaching
- Differentiated Instruction
- Data Teams
- Increased Learning Time
- Positive Behavioral Interventions and Supports (PBIS)

- Use effective methods and instructional strategies that are based on scientifically based research that:
  - strengthen the core academic program in the school.
  - increase the amount and quality of learning time, such as providing and extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum
  - include strategies for meeting the educational needs of historically underserved populations

*Response:*

The following are examples of the scientifically-based research supporting Dorothy Height Elementary School's effective methods and instructional practices or strategies:

**Gradual Release of Responsibility** - To gradually release responsibility is to equip students with what they need to be engaged and self-directed learners. On a day-to-day level, it means delivering lessons purposefully planned to incorporate four essential and interrelated



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## Georgia Department of Education Title I Schoolwide/School Improvement Plan

instructional phases, *Focused Instruction*: Preparing students for learning by establishing lesson purpose, modeling strategies and skills, thinking aloud, and noticing how students respond; *Guided Instruction*: Strategically using prompts, cues, and questions to lead students to new understanding; *Collaborative Learning*: Allowing students to consolidate their understanding through exploration, problem-solving, discussion, and thinking with their peers; *Independent Learning*: Requiring students to use the skills and knowledge they've acquired to create authentic products and ask new questions. Better Learning. (Fisher & Frey, 2013)

**Standards Based Classroom Instruction** – When standard-based instruction is being implemented the subject, standard (or learning target(s) and essential question(s)) 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 learning target(s) by writing and speaking a statement like, "I can learn the difference between adjectives and verbs by finding and differentiating them in sentences." This helps students understand the purpose of the lesson and what they are supposed to do, giving students more focused and less abstract learning. A Comprehensive Guide to Designing Standards-Based Districts, Schools, and Classrooms. (Marzano & Kendall, 1996)

**Response to Intervention (RTI)** - RTI is a school-based, multi-level prevention system to maximize student achievement and reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness. The four essential components of RTI, as outlined by the National Center on Response to Intervention, are:

Multi-level prevention system  
Universal Screening  
Progress Monitoring  
Data-Based Decision-Making

**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)

**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



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## Georgia Department of Education Title I Schoolwide/School Improvement Plan

attainment. (Tomlinson, Carol A., 2013)

**Data Teams** - Data Teams are an effective way to monitor student achievement. They occur on district, school, grade and/or content levels. At the grade or content level, teachers collaboratively analyze data from multiple data sources that include District Benchmark, State Assessments, DIBELS, and other common formative assessments, identify strengths of learning and obstacles to student learning and determine instructional research-based instructional strategies that will best address their students and learning objectives. Teachers reconvene to analyze the effectiveness of the instructional strategies selected and implemented at the previous data team meeting by examining student performance data that was measured using common assessments. School and District Data Teams are also used to develop and monitor improvement. (White, I., 2013)

**Increased Learning Time** – Programs that extend students' exposure to instruction beyond the traditional school day and, in some cases, beyond the traditional school year. The most commonly adopted approaches include: Out-of-school programs: enrichment and academic programs that operate during the school year but outside regular school hours. These programs may take place before school, after school, or during weekends; Summer schools: study programs held during the summer, mainly for supplementary and remedial study; Expanded learning time: schools that increase the number of hours in the school day or the number of days in the school year for all students in one or more grade levels. (Kidron and Lindsay, 2014)

Dorothy Height will increase the amount and quality of learning time through the following:

- Extended Day – Extended Day (Increased Learning Time) will be offered to provide additional instruction during the school day, and on Saturdays, for students in need of academic intervention and/or acceleration.
- Extended Year – Extended Year (Increased Learning Time) will be offered during the summer for students who have performed below grade level and who meet the requirements of this opportunity.

**Positive Behavioral Interventions and Supports (PBIS)** - PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. PBIS is not a packaged curriculum, scripted intervention, or manualized strategy. PBIS is a prevention-oriented way for school personnel to (a) organize evidence-based practices, (b) improve their implementation of those practices, and (c) maximize academic and social behavior outcomes for students. PBIS supports the success of ALL students.

## Georgia Department of Education Title I Schoolwide/School Improvement Plan

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

*Response:*

In a comprehensive developmental counseling program, school counselors organize their work schedules around the following basic interventions:

- Individual counseling
- Small group counseling
- Classroom guidance
- Consultation
- Coordination

Students in grades 1-5 are expected to complete the identified number of grade specific career awareness lessons aligned to Georgia's 17 Career Clusters.

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

*Response:*

### **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. If eligible, students with disabilities will be 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, parenting liaison and after school tutorial program.



## Georgia Department of Education Title I Schoolwide/School Improvement Plan

### **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.

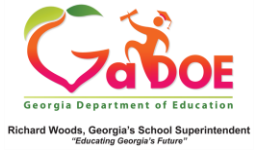
### **English for Speakers of Other Languages (ESOL)**

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

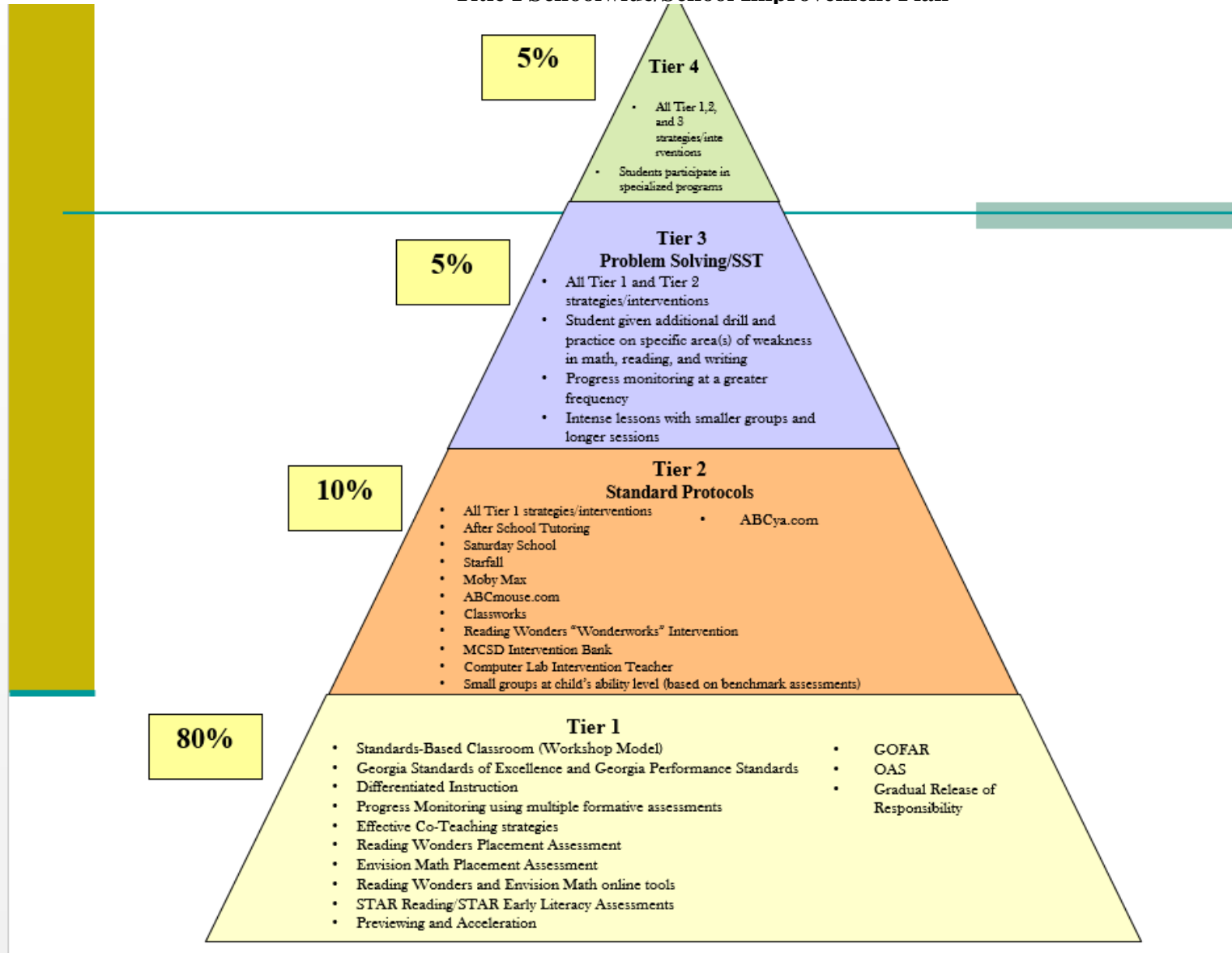




## Georgia Department of Education Title I Schoolwide/School Improvement Plan

achievement, meet standards, or exceed standards.

## Georgia Department of Education Title I Schoolwide/School Improvement Plan



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### 3. Instruction by highly qualified professional staff

*Response:*

- 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.

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

*Response:*

A. 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.

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 teachers 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

## Georgia Department of Education Title I Schoolwide/School Improvement Plan

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

assessments to drive the instructional program. Teachers will learn how to use assessments to determine long range plans at grade level meetings.

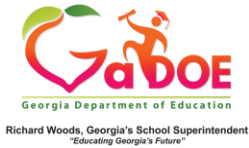
- Assessment drives the selection and attendance at professional learning. Day to day formative and summative assessment in the classrooms is the initial source of information provided to teachers about student learning. The next line of information comes when teachers meet, review and plan instruction based on student performance on various assessments in preparation for the Georgia Milestones Assessment System (GMAS) 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.

**Georgia Department of Education  
Title I Schoolwide/School Improvement Plan  
Dorothy Height Elementary 2015-2016  
Professional Development Plan**

<p><b>Professional Development Goal:</b> <i>(Aligned to the School Improvement Plan)</i></p>	<p>Scores on the Georgia Milestones Assessment and the Student Learning Objective, in the areas of mathematics and language arts for grades K-5, will increase 5% by implementing gradual release of responsibility, standards-based classrooms (SBC), differentiation strategies, guided reading groups incorporating Reading Wonders, rigorous math instruction incorporating Envision Math, data teams, and response to intervention (RTI) as measured by state and standardized assessments by the date of the assessment.</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 understand the use of gradual release of responsibility and the use of a standards based classroom model (RTI, differentiation, rigorous math instruction, and guided reading) and the data team process to guide instructional planning and practice.</p> <p>Teachers will understand the structure and purpose of gradually releasing responsibility to students, standards based classroom model including assessments, concept and problem solving lessons, using probing questions, and collaborative learning.</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 effectively demonstrate gradually releasing responsibility to students and model a standards based classroom and use data to adjust instruction as needed.</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>
<p>Establish data teams for all literacy and math classes/teachers and utilize the data team process to support data teams.</p>	<p>Increased assessment scores on district common benchmark assessments, classroom assessments, Student Learning Objectives and GMAS</p>	<p>Principal, Assistant Principal, Academic coach</p>	<p>Classroom teachers</p>	<p>August 2015 – May 2016</p>	<p>Academic Coach  \$0</p>

## Georgia Department of Education Title I Schoolwide/School Improvement Plan

	scores.				
Utilize professional books and online professional resources, from Differentiation experts like William Bender, to equip teachers with practical ways to implement differentiation strategies in the classroom.	Increased assessment scores on district common benchmark assessments, classroom assessments, Student Learning Objectives and GMAS scores.	Principal, Assistant Principal, Academic coach	Classroom teachers	September 2015 – May 2016	Academic Coach  \$0
Utilize the professional book, “Understanding standards-based Education” by Richard Zagranski, William Whigham, and Patrice Dardenne to equip teachers with practical ways to implement a standards based classroom.	Increased assessment scores on district common benchmark assessments, classroom assessments, Student Learning Objectives and GMAS scores.	Principal, Assistant Principal, Academic coach	Classroom teachers	September 2015 – May 2016	Academic Coach  \$0
Teachers will participate in job embedded professional development on Reading Wonders.	Increased assessment scores on district common benchmark assessments, classroom assessments, Student Learning Objectives and GMAS scores.	Principal, Assistant Principal, Academic coach	Classroom teachers	August 2015 – May 2016	Site-Based Academic Coach, Region Coaches, and district personnel  \$0
Teachers will participate in job embedded professional development on Envision Math.	Increased assessment scores on district common benchmark assessments, classroom assessments, Student Learning Objectives and GMAS scores.	Principal, Assistant Principal, Academic coach	Classroom teachers	August 2015 – May 2016	Site-Based Academic Coach, Region Coaches, and district personnel  \$0
Teachers will participate in math workshops so that they are effectively equipped to teach the mathematics Georgia Standards of Excellence.	Increased assessment scores on district common benchmark assessments, classroom assessments, Student Learning Objectives and GMAS	Principal, Assistant Principal, Academic coach	Classroom teachers and Academic coach	November 2015- May 2016	Math workshop presenters, district personnel; Title



## Georgia Department of Education Title I Schoolwide/School Improvement Plan

	scores.				I funds \$3000
Teachers will participate in professional development on gradual release of responsibility as outlined in "Better Learning," by Douglas Fisher and Nancy Frey	Increased assessment scores on district common benchmark assessments, classroom assessments, Student Learning Objectives and GMAS scores.	Academic Coach	Classroom teachers	August 2015 – May 2016	Academic Coach
<b>How will you monitor the implementation to confirm impact on classroom practice?</b> <i>(Evidence through work product, evidence through observation, etc.)</i>					
Weekly focus walks will be organized and conducted to include teacher leaders, peer groups, and school administration. Feedback will be given to individual teachers by the focus walk participants. Synthesized focus walk data will be presented and analyzed at data team meetings and school Leadership Team meetings to monitor progress. Student assessment data will be used to determine the impact on student achievement.					

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## Georgia Department of Education Title I Schoolwide/School Improvement Plan

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

*Response:*

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.

Strategies to maintain highly-qualified teachers are:

- 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

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

*Response:*

- A.** The school will involve parents in making purchases impacting parent engagement. The Parenting Specialist will dispense parent surveys regarding how to use the Title I - 1% parent set aside funds. The Parenting Specialist will collect and analyze the data from the parent surveys. The data from the parent surveys will determine how the Title I - 1% parent set aside funds allocated to the school will be expended.
- B.** 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.
- C.** 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,



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and media center. The policy will also be available at all Title I family engagement workshops throughout the school year.

- D.** 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.
- E.** 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.
- F.** 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.
- G.** 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.
- H.** 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

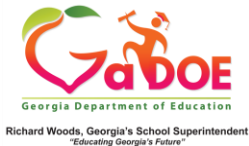
## Georgia Department of Education Title I Schoolwide/School Improvement Plan

information. Parents will also receive information through newsletters, handouts, Connect-Ed messages, and school and district website.

- I.** 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.
- J.** 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 MCS D Title I Parent Coordinator will provide technical assistance to the parent liaisons, family services coordinators and parent contacts during the school year.
- K.** 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.
- L.** 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.
- M.** 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.

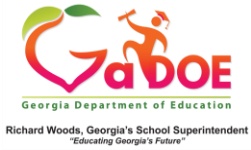


# **Georgia Department of Education Title I Schoolwide/School Improvement Plan**



**Georgia Department of Education**  
**Title I Schoolwide/School Improvement Plan**  
**Dorothy Height Elementary School**  
**School Improvement Parenting Action Plan (Mathematics)**

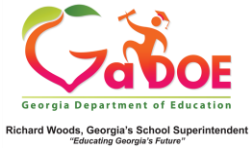
<b>School-wide Problem-of-Practice:</b> <i>(Abbreviated Data Analysis Narrative)</i>	Scores on the Georgia Milestones Assessment, in 3 <sup>rd</sup> - 5 <sup>th</sup> grade mathematics, show a minimal percentage of students at the proficient learner category and above. In addition, scores for the Student Learning Objectives, in the area of K, 1 <sup>st</sup> , and 2 <sup>nd</sup> grade mathematics, show minimal student achievement and growth. The root causes determined were: sporadic use of effective classroom management strategies, sporadic use of formative assessments and checks for understanding, lack of problem solving skills, a need to incorporate rigorous classroom activities to challenge students, a need to effectively utilize a standards-based classroom (SBC) model, a need to differentiate instruction, and a need to focus on content specific vocabulary and the varying uses of content specific vocabulary in assessments.				
<b>SMART Goal Statement # _1__</b>	<ul style="list-style-type: none"> <li>• Using the results of the fall 2015 administration of the Student Learning Objective as a baseline, in the area of mathematics, the overall score for each grade level, K-2<sup>nd</sup>, will increase by 5% on the spring 2016 administration of the Student Learning Objective.</li> <li>• Using the results of the spring 2015 administration of the Georgia Milestones Assessment as a baseline, in the area of mathematics, the overall score for each grade level, 3<sup>rd</sup> – 5<sup>th</sup>, will increase by 5% on the spring 2016 administration of the Georgia Milestones Assessment.</li> </ul>				
<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>
a. Host a mathematics workshop to provide parents with strategies to assist students with mathematics help in conceptual understanding and fluency and real world application.	Seventy-five percent of parents in attendance will participate in two to three activities at the mathematics workshop.	Principal Math Teachers Parenting Liaison Academic Coach Title I Specialist	Parental attendance at workshops	Agenda Sign-in sheet Flyer	Title I Funds: \$200
b. Explain and discuss student results from assessments and share ways to improve students' scores during parent conferences.	Eighty percent of parents invited to school conferences will attend those conferences.	Principal Math Teachers Parenting Liaison Academic Coach Title I Specialist	Parent/Teacher Conferences	Notes from parents Notes to parents Parent Contact	\$0



**Georgia Department of Education  
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				Logs Parent newsletter referencing student results	
<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>					
Provide teachers with practical tips and strategies to share with parents. Resources used will be: Georgia Standards of Excellence, GADOE website, and the Parent Teacher Association (PTA) National Standards for Family School Partnerships.					

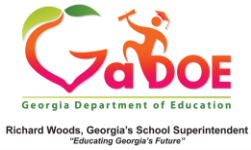
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## Georgia Department of Education Title I Schoolwide/School Improvement Plan

### Dorothy Height Elementary School School Improvement Parenting Action Plan (English Language Arts)

<b>School-wide Problem-of-Practice:</b> <i>(Abbreviated Data Analysis Narrative)</i>	Scores on the Georgia Milestones Assessment, in 3 <sup>rd</sup> - 5 <sup>th</sup> grade language arts, show a minimal percentage of students at the proficient learner category and above. In addition, scores for the Student Learning Objectives, in the area of K, 1 <sup>st</sup> , and 2 <sup>nd</sup> grade language arts, show minimal student achievement and growth. The root causes determined were: sporadic use of effective classroom management strategies, sporadic use of formative assessments and checks for understanding, a need to incorporate rigorous classroom activities to challenge students, a need to effectively utilize a standards-based classroom (SBC) model, a need to differentiate instruction, and a need to focus on content specific vocabulary and the varying uses of content specific vocabulary in assessments.				
<b>SMART Goal Statement #</b> <u>  2  </u>	<ul style="list-style-type: none"> <li>Using the results of the fall 2015 administration of the Student Learning Objective as a baseline, in the area of language arts, the overall score for each grade level, K-2<sup>nd</sup>, will increase by 5% on the spring 2016 administration of the Student Learning Objective.</li> <li>Using the results of the spring 2015 administration of the Georgia Milestones Assessment as a baseline, in the area of language arts, the overall score for each grade level, 3<sup>rd</sup> – 5<sup>th</sup>, will increase by 5% on the spring 2016 administration of the Georgia Milestones Assessment.</li> </ul>				
<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>
a. Host a literacy workshop to provide parents with strategies to assist students with language arts and reading.	One hundred percent of the parents will demonstrate how to use a literacy strategy, before leaving the workshop, so that they can replicate it at home.	Principal ELA Teachers Parenting Liaison Academic Coach Title I Specialist	Parental attendance at workshops	Agenda Sign-in sheet Flyer	Title I Funds: \$200  PTA: \$200-400
b. Explain and discuss student results from assessments and share ways to improve students' scores during parent conferences.	Eighty percent of parents invited to school conferences will attend those conferences.	Principal ELA Teachers Parenting Liaison Academic Coach	Parent/Teacher Conferences	Notes from parents Notes to parents Parent Contact Logs	\$0



## Georgia Department of Education Title I Schoolwide/School Improvement Plan

		Title I Specialist		Parent newsletter referencing student results	
<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>					
Provide teachers with practical tips and strategies to share with parents. Resources used will be: Georgia Standards of Excellence, GADOE website, and the Parent Teacher Association (PTA) National Standards for Family School Partnerships.					

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

*Response:*

The school has included plans for students to transition from Pre-K to kindergarten, and for fifth grade students to middle 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.

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

*Response:*

The ways that the 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



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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 Georgia Standards of Excellence through carefully planned instruction.

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

*Response:*

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.

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)
- English Language Learners (EL)
- Students with Disabilities (SWD) disproportionality
- Student Engagement
- Response to Intervention (RTI)



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- 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)

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).

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

*Response:*

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.



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- **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.

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

*Response:*

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 assessment results through parent meetings, report cards, parent-teacher conferences, and written notices. Parents will be notified of GMAS 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.

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

*Response:*

The State provides collection and disaggregation of student achievement data results on standardized 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.

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

*Response:*

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



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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.

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

*Response:*

The State provides collection and disaggregation of student achievement data results on standardized 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.

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

*Response:*

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.

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16. Plan developed with the involvement of the community to be served and individuals who will carry out the plan, including teachers, principals, other school staff, and pupil service personnel, parents, and students (if secondary).

*Response:*  
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.

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

*Response:*  
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.

18. Plan translated, to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.

*Response:*  
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.

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

*Response:*  
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.