



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Updated July 2014

Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

School Name: <i>J. K. Harper Elementary School</i>	
School Mailing Address: <i>520 Fletcher Street Thomasville, Georgia 31792</i>	
LEA Name: <i>Thomasville City Schools</i>	
LEA Title One Director/Coordinator Name: <i>Bill Settle</i>	
LEA Title One Director/Coordinator Signature:	Date: <i>July 29, 2014</i>
LEA Title One Director/Coordinator Mailing Address: <i>404 North Broad Street, Floor 3 Thomasville, Georgia 31792</i>	
Email Address: <i>settleb@tcitys.org</i>	
Telephone: <i>229-225-2600 (Extension 118)</i>	
Fax: <i>229-226-6997</i>	



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Updated July 2014

Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

2014-2015 Harper Elementary School
Title I Schoolwide/School Improvement Plan

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

A. *Harper Elementary School staff initially developed its school-wide plan with the participation of individuals who will carry out the comprehensive school-wide/school improvement program plan as well as other vested stakeholders. Additionally, procedures are in place for the school's Leadership Team, certified teaching staff, School Council and Parent Leaders' Committee to review and update both the Title I School-wide Program Plan and the School Improvement Plan annually.*

Perception Data

*Harper Elementary administration conducted a needs assessment survey in May 2014. Approximately, four hundred twenty-five surveys were distributed to students in grades K-5. **Two hundred thirty-five surveys** were returned. This survey provided parents' perception in regards to the following areas: school climate, quality instructional program, parent/teacher communication and parental involvement. Feedback from this survey contributed greatly to the data driven decisions used to develop both the Title I School-wide Program Plan and the School Improvement Plan.*

Specific Perception survey data revealed the following results:

School Climate

- How well do you feel the school creates a welcoming environment for parents?
Extremely/Quite Well – 89%
- How well does school leadership foster an environment in which staff, parents, and the community work together to improve student achievement? *Extremely/Quite Well – 87%*

Quality Instructional Program

- Are you aware of what your child is expected to understand in all subject areas?
Yes – 91%
- Please indicate whether you received the following information from your child's school.
 - a. Information about what the school teaches your child - *Received and very helpful 91%*
 - b. How to keep track of your child's progress - *Received and very helpful 87%*
 - c. How you can work with teachers to help your child in school - *Received and very helpful 86%*
- Does your child have internet at home to complete school work, etc.?
Yes – 77%

Parent/Teacher Communication

- Do you know how to contact your child's teacher? *Yes – 93%*
- How often does your child's teacher communicate with you about your child's progress?
Weekly or more – 76%
- How well does your child's school provide information that is easy to understand?
Extremely/Quite Well – 94%
- How would you prefer to receive information from your child's school?
Letters, flyer, etc. sent home with students – 81%



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Updated July 2014

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

Parental Involvement

- Are you aware of the opportunities to volunteer at your child's school? – *Yes 76%*
- How often do you work with your child on homework? – *Weekly or more 96%*
- What type of informational programs would you like the school to provide for parents?
Reading strategies – 60% Math strategies – 57%
- In the past year, did you participate in the development and review of the following?
Parental involvement activities – 65%

2014 CRCT Achievement Data *(Does Not Include Retest Data)*

Third Grade

	Reading	ELA	Math	SC	SS
<i>Number Tested:</i>	65	65	65	65	65
Did Not Meet	14.0%	18.0%	22.0%	37.0%	20.0%
Meets	55.0%	71.0%	52.0%	54.0%	69.0%
Exceeds	31.0%	11.0%	26.0%	9.0%	11.0%
M + E Combined	86.0%	82.0%	78.0%	63.0%	80.0%

Fourth Grade

	Reading	ELA	Math	SC	SS
<i>Number Tested:</i>	61	62	62	64	64
Did Not Meet	14.0%	23.0%	34.0%	45.0%	30.0%
Meets	55.0%	68.0%	47.0%	33.0%	53.0%
Exceeds	31.0%	10.0%	19.0%	22.0%	17.0%
M + E Combined	86.0%	78.0%	66.0%	55.0%	70.0%

Fifth Grade

	Reading	ELA	Math	SC	SS
<i>Number Tested:</i>	46	46	46	46	46
Did Not Meet	7.0%	7.0%	13.0%	24%	28.0%
Meets	63.0%	65.0%	57.0%	57.0%	61.0%
Exceeds	30.0%	28.0%	30.0%	20.7%	11.0%
M + E Combined	93.0%	93.0%	87.0%	77.7%	72.0%



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Updated July 2014

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

SWD

	Reading	ELA	Math	SC	SS
<i>Number Tested:</i>	6	7	7	9	9
Did Not Meet	50.0%	71.0%	86.0%	100.0%	78.0%
Meets	50.0%	29.0%	14.0%	0.0%	22.0%
Exceeds	0.0%	0.0%	0.0%	0.0%	0.0%
M + E Combined	50.0%	29.0%	14.0%	0.0%	22.0%

2014 GWA Achievement Data

Fifth Grade

	2013	2014
Did Not Meet	57.0%	28.0%
M + E Combined	43.0%	71.0%

Mean Scale Score	School	System	State
2013	189	207	215
2014	200	211	214

Lexile Data

	2013
Grade 3 (Equal or greater than 650)	29.2%
Grade 5 (Equal or greater than 850)	34.8%

Lexile data for 2014 will be reported when CCRPI reports are released.

B. Instruments, procedures or processes used to obtain information to revise Harper's Title I Plan included the following measures:

1. Collected and Analyzed Student Performance Data

- *CCRPI Data (2012 and 2013 data)*
- *Criterion-Referenced Competency Tests (CRCT) and Instructional Assessments*
- *Georgia Alternate Assessment (GAA)*
- *Iowa Test of Basic Skills (ITBS)*
- *Georgia Writing Assessment (GWA)*
- *Georgia Kindergarten Inventory of Developing Skills (GKIDS)*
- *DIBELS Reading and DIBELS Math*
- *STAR Reading and STAR Math*
- *State and local benchmarks*
- *Attendance data*
- *Discipline data*



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Updated July 2014

Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

2. *Additional instruments used to collect and analyze data included:*

- *Teacher Assessment of Performance Standards (TKES)*
- *Staff professional learning surveys*
- *CCRPI Reports and Indicators*
- *Surveys of Instructional Practice*
- *Parent surveys*

School and teacher leaders conducted in-depth analyses of available data from these assessments/instruments to identify schoolwide strengths and weaknesses, as well as targeted areas for remediation and/or acceleration at the classroom level.

A. Determined root causes of achievement gaps among subgroups;

B. Established goals for school-wide/school improvements plan;

C. Identified actions, strategies and interventions to meet the needs of all students; and

D. Determined artifacts and evidence to document the impact of actions, strategies and interventions on student achievement.

C. We have taken into account the needs of migrant children by (or if you have no migratory students, these are the procedures we would follow should those students be in attendance).

A Parent Occupational Survey is sent home to parents of all students enrolled at Harper Elementary School to identify migrant children. Returned forms are reviewed by school personnel and then submitted to the Director of Federal Programs to determine if any student qualifies to receive additional services under Title I, Part C. Additionally, the Student Residency Form is sent home by all students enrolled in the school. This form is also used to determine if any student qualifies for supplemental services under the McKinney-Vento Act.

D. We have disaggregated current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved.

Harper's schoolwide/school improvements plan is data driven. Benchmarks for improvement are established for all students in the school in the areas of English language arts/reading, math, writing, science, and social studies. Other CCRPI data to be reviewed is the percent of third and fifth grade students achieving Lexile targets and the completion rate for Career Awareness Lessons. Measurable targets for the school population will be determined after the Georgia Department of Education releases performance targets aligned to the new Georgia assessment, Milestones. Achievement data collected from the 2015 spring administration will serve as the school's baseline data.

Current achievement data reveals the need to increase the percent of students meeting and exceeding state standards in Science and Social Studies as measured by Milestones. Greater emphasis will be placed on content vocabulary and reading strategies to help students comprehend informational text. To help students develop a conceptual understanding of the science content, instruction will routinely include inquiry-based learning.



Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

E. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards and the State student academic achievement standard.

Harper's schoolwide/school improvement plan was developed to address the needs of the following identified groups of students in the school population: All Students, Economically Disadvantaged, Black, and Students with Disabilities (SWD).

F. Analysis of data has helped us reach conclusions regarding student achievement.

Under Georgia's new accountability guidelines, the Elementary and Secondary Education Act (ESEA) Flexibility Waiver of 2012, Harper has received its College and Career Readiness Performance Index score and targets. An analysis of student performance data has reach revealed the following findings:

• **Major Strengths**

Overall student achievement on the CRCT has continually improved in grades 3 and 5 in each content area. Also, reading continues to be an area of strength at each grade-level when compared to 2013 CRCT data. Additionally, the school earned 37 out of 50 achievement points and nine points for closing the gap between the highest and lowest performance subgroups. Harper Elementary increased the number of points for progress from 8.4 to 15.4 points.

• **Major Needs**

Based on data collected from the Teacher Assessment of Performance Standards (TKES) and personal learning surveys, the areas of greatest needs include standards-based instruction, differentiated instruction and creating an academically challenging environment. There is also a great need to provide professional learning to teachers in the implementation of constructive response assessments in all content areas and inquiry-based learning in science.

• **Specific Academic Needs**

Specific academic needs addressed in the program plan for reading includes developing vocabulary and critical thinking skills, making inferences and comprehending informational text and training that focus on using a variety of assessments which incorporated the use of written feedback to specify next steps students must take to meet/exceed standards.

• **Root Causes**

The root causes that resulted in identified groups of students who are not yet achieving the State Academic content standards and the State student academic achievement standards include a large number of students in need of Tier 2 and Tier 3 interventions as identified through the Response to Intervention (RTI) process; the lack of parental participation in the school's instructional program; a need to develop school staff's ability to adequately meet the needs of economically disadvantaged students.

G. Measurable goals/benchmarks have been established to address the needs of identified subgroups in the school population.

Measurable targets for the school population will be determined after the Georgia Department of Education releases performance targets aligned to the new Georgia assessment, Milestones. Achievement data collected from the 2015 spring administration will serve as the school's baseline data.



Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

*2. Schoolwide reform strategies that are scientifically researched based.
2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia’s proficient and advanced levels of student performance.
<p>A. Identify ways in which we will address the needs of all children in the school, particularly the needs of students furthest away from demonstrating proficiency related to the State’s academic content and student academic achievement standard.</p> <p><i>In order to provide opportunities for all students to reach proficiency on the State’s academic content and achievement standards, research-based strategies have been implemented. Within all grade-levels, curriculum maps were developed for the Common Core Georgia Performance Standards (CCGPS) to ensure that students are consistently receiving a high quality standards-based curriculum. Teachers utilize the Response to Intervention (RTI) process and a variety of assessments to determine the strengths and weaknesses of their students in order to monitor learning and adjust instruction. Grade-level planning allows time for teachers to engage in collaboration and/or job embedded professional learning. Additionally, the school will continue to employ a literacy coach to provide teachers with the implementation of standards-based and data-driven instruction at the classroom level.</i></p>
2(b). Schoolwide reform strategies are based upon effective means of raising student achievement.
<p>B. Following are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices and strategies.</p> <p><i>The following improvement strategies have been implemented:</i></p> <ul style="list-style-type: none"> • <i>Common Core Georgia Performance Standards/Georgia Performance Standards in all content areas for students in grades K-5;</i> • <i>Common planning time for grade level collaboration and professional learning communities;</i> • <i>School Data Team to disaggregate and monitor test data to identify areas of improvement;</i> • <i>Positive Behavior Intervention and Support (PBIS) to teach students how to make appropriate choices to avoid conflicts and accept responsibility for their behavior;</i> • <i>On-going professional learning on instructional programs/strategies (Common Core Performance Standards, Learning-Focused, Writer’s Workshop, SRA Direct Instruction, DIBELS, Response to Intervention, Accelerated Reader Program, iLearn Math, Inclusion, standards-based classrooms and differentiated instruction);</i> • <i>Dynamic Indicators of Basic Early Literacy Skills (DIBELS) screening and weekly reading and math probes for progress monitoring;</i> • <i>Literacy coach to assist teachers and administration with instruction and the overall operation of the school;</i> • <i>Computer lab staff member to provide additional support to students in math utilizing iLearn Math;</i> • <i>Volunteer and Mentoring Program to enhance student learning;</i> • <i>After-school tutorial program to provide supplemental reading and math instruction to students in grades 3-5; Summer School program to students in grades 2-5 who do not meet minimum grade-level standards in reading and math; and Georgia Online Assessment System and Thinkgate benchmark assessments to diagnose students’ strengths and weaknesses and to provide opportunities for enrichment and remediation.</i>



Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

2(c). The school uses effective instructional methods that increase the quality and amount of learning time.
<p>C. School staff works diligently to increase the amount and quality of learning time through numerous means.</p> <p><i>Instructional methods utilized by teachers to obtain this goal include direct instruction, hands-on and independent learning, interactive instruction, the Early Intervention Program (EIP), small group/individualized instruction, cooperative groups, rubrics, student conferences, manipulatives, performance tasks, learning stations, and reading/writing across the curriculum. Additionally the literacy coach is used to facilitate collaborative planning in order to enhance instruction.</i></p>
2(d). Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).
<p>D. Harper School provides multiple opportunities for all students, regardless of their subgroup, to meet and exceed state standards on state and local assessments.</p> <ul style="list-style-type: none"> <i>STAR Reading, GA OAS benchmarks, and DIBELS screenings are conducted three times per year on all students in grades 1-5. Results from these assessments are used to help teachers identify those students who need interventions in reading and/or math. Additionally, progress monitoring allows them to document students' progress toward meeting the targeted learning goals.</i> <i>Studies Weekly and Gallopade are resources aligned to Georgia's social studies and science common core performance standards designed to enhance students' ability to read and comprehend informational text. Other resources include nonfiction extended texts and GaOAS.</i>
2(e). Must include documentation to support that any educational field trip used as an instructional strategy is aligned to the comprehensive needs assessment found in the schoolwide plan and must be connected to the support of assisting students to achieve proficiency or advanced status in relation to the State Academic content standards. Documentation must be provided during the budget approval process. Required based on FY12 US ED monitoring.
<i>E. Harper Elementary does not plan to use Title I funds to support field trips at this time.</i>
*3. Instruction by highly qualified professional staff.
<ul style="list-style-type: none"> <i>All certified staff members meet the criteria of the highly qualified teacher under the Elementary Secondary Educational Act. All teachers teach within their certified areas.</i> <i>The certified teaching staff provides an average of fourteen years of teaching experience. Eight teachers have baccalaureate degrees. Twenty teachers have master's degrees, three teachers have specialist's degrees, while one holds a doctoral degree. In addition, several teachers have reading, math, science, gifted and/or ESOL endorsements.</i> <i>All of Harper's paraprofessionals have met the highly qualified requirements of ESEA.</i>



Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

<p>*3(a). Strategies to attract highly qualified teachers to high-needs schools.</p>
<p>A. Strategies to attract and retain highly qualified teachers include:</p> <ul style="list-style-type: none"> • <i>Offering local supplement to teachers' state base salary;</i> • <i>Assigning mentor teachers to all teachers new to the school;</i> • <i>Providing opportunities to participate in continuous improvement through graduate and professional development;</i> • <i>Providing additional support to new teachers in enhancing their performance through the literacy coach; and</i> • <i>Attending job fairs to challenge highly qualified teachers to work in high-needs schools in order to make a positive impact on economically disadvantaged students.</i>
<p>*4. Professional development for staff to enable all children in the school to meet the State academic content and achievement standards.</p>
<p>A. We have included teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs.</p> <p><i>Harper's schoolwide/school improvement plan supports a rigorous academic culture by outlining a variety of professional learning opportunities to address both the individual and collective needs of all school staff. Many of these professional learning activities are job-embedded and include, but not limited to, district/school collaborative planning meetings, participation in local and regional-level workshops, school-level professional learning communities and staff in-service. Specific professional development activities include:</i></p> <ul style="list-style-type: none"> • <i>Common Core Georgia Performance Standards and Georgia Performance Standards</i> • <i>Formative Instructional Practices</i> • <i>SRA Reading Mastery/ SRA Corrective Reading and Math</i> • <i>DIBELS</i> • <i>Differentiated Reading Instruction (Governor's Mentoring Reading Program)</i> • <i>Positive Behavior Intervention and Support (PBIS) and ABE</i> • <i>Standards-based Instruction</i> • <i>Learning-Focused Instructional Model</i> • <i>Twenty-first Century technology training, i.e., SmartBoards, Thinkfinity, Learning Village, document cameras, ipads.</i> • <i>Gifted, Science and Math Endorsements</i> • <i>State Longitudinal Data System (SLDS)</i> • <i>iLearn</i> • <i>PD 360</i> • <i>Thinkgate Data Management Program</i> • <i>Renaissance Place (STAR Reading and Accelerated Reader Program)</i> • <i>Istation</i> • <i>Teacher Keys Evaluation System (TKES)</i> • <i>Response to Intervention (RTI)</i> • <i>Differentiated Instruction / Literacy Centers</i> • <i>Writer's Workshop</i>



Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

B. We have aligned professional development with the State's academic content and student academic achievement standards.

Professional learning is correlated to the implementation of standards-based classrooms. Best practices include differentiated reading instruction, vocabulary development, critical thinking skills, response to intervention (RTI), differentiated instruction, Writer's Workshop, reading and writing across content areas, classroom management and inclusion/co-teaching. Professional learning is collective and/or individualized through school-level administrators, the District, Southwest Georgia RESA, Georgia Learning Resource Services (GLRS), and local colleges.

C. We have devoted sufficient resources to effectively carry out the professional development activities that address the root causes of academic problems.

Harper Elementary School has allocated adequate resources to effectively carry out professional learning activities that address the root causes of academic problems for identified subgroups of students. State and federal funds are used to facilitate on-going professional learning to improve student achievement.

D. We have included teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Professional learning activities include the ongoing use of formative and summative assessments. Both assessments are used by teachers to monitor and document students' progress toward the mastery of the State's academic content and achievement standards. The types of assessments include benchmarks, performance tasks, progress monitoring probes, projects, rubrics, unit and chapter tests, quizzes and portfolios.

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

A. Harper Elementary School educates its teachers and support staff in recognizing parents as valuable contributors in improving student achievement. Parents are encouraged and provided opportunities to become actively involved in their child's education and the school improvement process through the following initiatives:

- *Cultivating a welcoming atmosphere;*
- *Scheduling a minimum of two mandatory parent-teacher conferences annually (PreK);*
- *Requiring parents to sign the Home-School Compact form indicating that all parties agree to student academic success for the current year;*
- *Implementing the school's Parent Involvement Policy to increase parents' awareness of the benefits of parental involvement in the school;*
- *Hosting school-wide/grade level parent workshops, i.e. test-taking strategies, GKIDS, Peer Pressure, Family Literacy Night, PBIS, Study Skills, Math, Title I requirements, etc.*
- *Providing additional opportunities for parent participation, such as monthly PTO meetings, Family Fun Nights, Bring Your Parent to School Week, grade-level breakfasts/luncheons, student performances, Grandparents' Day luncheon, student assemblies, fundraisers, Parent Leaders committee, field days, Volunteering, \$1 Book Fairs, etc;*



Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

- Utilizing the Parent Involvement Coordinator as a liaison between the community and home to enhance communication and help parents obtain necessary information and resources when situations arise;
- Recognizing parents for achieving parental participation benchmark as outlined in the school's Parental Involvement Policy;
- Collaborating with local businesses to provide door prizes for parents; and
- Continuing the utilization of newsletters, flyers, progress reports and home-school agendas/communicators to facilitate communication.

B. The school has developed a parent involvement policy included in the appendices.

Harper Elementary School has developed and implemented, jointly with the Parent Advisory Council, a parent involvement policy that addresses our parents' needs and satisfies the requirements of the Elementary and Secondary Education Act (ESEA). The Parent Involvement Policy outlines a plan to fully engage parents of students enrolled in Harper's educational programs. To ensure the Parent Involvement Policy is distributed and accessible to all parents and the local community, the policy is published in the Student-Parent Handbook which is issued to each student. Parents are asked to sign and return the attached acknowledgement form at the end of the document. Additionally, it is posted on the school website.

The school has adopted the school's Home-School Compact as a component of its Parent Involvement Policy. The compact outlines the responsibilities of the student, teacher, parent, and principal. It is published in the Student/Parent Handbook, which is sent home by each student on the first day of school or upon enrollment into the school.

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

A. In partnering with Bright From the Start, the Pre-K Parent Involvement Coordinator assists Pre-K families in viewing the transitioning process from early childhood programs to elementary school programs as a seamless, progressive occurrence.

Throughout the year, the Pre-K Coordinator and school administrators work collaboratively to implement the following activities:

- Vertical articulation meetings between pre-kindergarten and kindergarten teachers;
- Campus visits for preschool children from early childhood programs in the community to tour the school, meet the staff, and eat lunch with current kindergarten students;
- Parent Orientation Meeting to explain/discuss the transition process from Pre-K to Kindergarten;
- Opportunities for Pre-K students to practice the routines and procedures established in kindergarten classrooms; and
- Assist parents with health documents and other requirements.

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



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Updated July 2014

Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

A. Teachers are the integral link to student achievement. At Harper, the administrative staff recognizes the importance of their input and expertise; therefore, teachers are provided the opportunity to participate in decisions regarding the use of academic assessments through the following measures:

- *Utilization of the school's Data Team to analyze and review student achievement data and determine next steps;*
- *Assignment of all staff members to School Improvement Teams to provide opportunities for implementing and monitoring school improvement strategies/interventions;*
- *Utilization of collaborative planning meetings for all grade level members to monitor instruction and identify research-based strategies/interventions to meet the needs of students;*
- *Utilization of teacher team meetings to develop common formative assessments, analyze student work and use results to plan and/or adjust instruction; and*
- *Participation in the system-level development of common benchmark assessments using Thinkgate.*

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

A. *Thomasville City Schools coordinate all programs in accordance with state, local and federal mandates. As a Title I Schoolwide Program school, Harper receives additional federal funds to support student achievement to help meet the diverse needs of students who do not meet or exceed grade-level State's academic content and achievement standards.*

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

A. *Please see the table on the following page for federal, state and local educational agency programs that support the instructional program at Harper Elementary.*



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Updated July 2014

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

FUNDING SOURCE	PROGRAM	SCHOOL USE
<p align="center">FEDERAL</p>	<ul style="list-style-type: none"> Title I 	<ul style="list-style-type: none"> After-School Tutorial Program Summer Remediation Program Teaching Materials and Supplies Technology (hardware & software) Teacher and Pupil Support Personnel and Services Professional Learning Substitutes for classroom coverage for Title I paid teachers to participate in Title I allowable PL activities Parent involvement Coordinator
	<ul style="list-style-type: none"> Special Education 	<ul style="list-style-type: none"> Behavioral Interventionist Special Education Paraprofessional
	<ul style="list-style-type: none"> School Nutrition Program 	<ul style="list-style-type: none"> Meals at No Cost (CEP) After School Snacks Fresh Fruit/Vegetable Program
<p align="center">STATE</p>	<ul style="list-style-type: none"> EIP 	<ul style="list-style-type: none"> Extra Support to At-Risk Students
	<ul style="list-style-type: none"> <i>Bright From the Start</i> 	<ul style="list-style-type: none"> Funding for Pre-K Program
	<ul style="list-style-type: none"> Professional Learning 	<ul style="list-style-type: none"> Substitutes for Classroom Coverage Additional Instructional Support to Staff Members (RESA)
	<ul style="list-style-type: none"> Supplemental Human Resources 	<ul style="list-style-type: none"> Additional Paraprofessionals (Media Center, In-School Suspension, Computer Lab) School Counselor (half-time)
<p align="center">LOCAL</p>	<ul style="list-style-type: none"> Supplemental Human Resources 	<ul style="list-style-type: none"> Additional Pre-K Support (Parent Involvement Coordinator) Extra-Curricular Personnel (Art, Music and Strings teachers) Health Care Services for Students (half-time school nurse)
	<ul style="list-style-type: none"> School Business Partnerships 	<ul style="list-style-type: none"> Incentives for Students, Teachers and Parents Materials and Supplies Guest Speakers, Volunteers and Mentors Media Publicity



Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

8(b). Description of how resources from Title I and other sources will be used.
B. <i>Resources from Title I and other sources are used for the sole purpose of increasing student achievement, meeting other needs that impact student achievement and increasing parent involvement in their children's education as presented in this document.</i>
8(c). Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.
C. <i>Harper Elementary School does not benefit from the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.</i>
*9. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:
9. <i>The staff at Harper believes the implementation of both research-based and evidence-based programs, strategies and interventions are paramount to meeting the needs of at-risk students. Furthermore, it is essential for teachers to ensure that students' difficulties are addressed in a timely manner. Therefore, the school utilizes the following measures:</i> <ul style="list-style-type: none"> • <i>Learning-Focused Schools Model and Common Core Georgia Performance Standards/ Georgia Performance Standards to create standards-based classrooms;</i> • <i>Governor's Mentoring Reading Program, Istation, SRA Reading Mastery and Corrective Reading Programs, SRA Number Worlds, and iLearn Math to remediate and accelerate reading and math skills;</i> • <i>Studies Weekly and Gallopade are resources aligned to Georgia's social studies and science common core performance standards designed to enhance students' ability to read and comprehend informational text. Other resources include nonfiction extended texts;</i> • <i>Flexible groupings and differentiated instruction based on student needs; and</i> • <i>Pyramid of Interventions and Response to Intervention processes to provide academic and behavioral support to students experiencing difficulties and/or performing below grade level.</i>
9(a). Measures to ensure that students' difficulties are identified on a timely basis.
A. <i>To ensure low performing students are provided the support needed to meet proficient or advanced levels of academic achievement, the school utilizes the following measures:</i> <ul style="list-style-type: none"> • <i>Diagnostic assessments to collect baseline data and document students' growth, which include DIBELS, STAR Reading, Science and Social Studies benchmark assessments;</i> • <i>Academic progress monitoring of all students using formative and benchmark assessments and formal and informal observations to provide immediate feedback;</i> • <i>Disaggregated data analyses from benchmark assessments, standardized and norm-referenced tests to provide data-driven instruction; and</i> • <i>Weekly and/or bi-weekly progress reports to communicate on-going progress to parents.</i>



Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

9(b). Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties.

B. *On-going job embedded professional learning (collaborative planning) provides support for teachers to collaboratively identify programs, strategies and/ or interventions to address students' difficulties. The impact of the professional learning on each teacher's ability to meet their students' areas of need is determined by continuously examining students' work and progress monitoring data. Additional support to teachers includes assistance from the literacy coach, Behavioral Interventionist, and the school counselor with the Pyramid of Intervention and Response to Intervention processes.*

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

C. *Teacher-parent conferences may be scheduled at the request of staff members or parents as deemed necessary to assist school staff and parents in helping their child(ren) meet the State's academic content and achievement standards. During conferences, resources that are available to students and parents are discussed.*

Also, midterm reports and report cards are distributed every nine weeks to keep parents informed of their child(ren)'s academic performance. Additionally, the Parent Involvement Coordinator and school counselor are available to further assist parents with additional school and/or community resources as needed to meet their child(ren)'s needs.

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

10. *The principal conducts promotion/retention meetings during the summer in which assessment results are explained and discussed with parents. Teachers routinely discuss assessment results during parent-teacher conferences, RTI and IEP meetings. Additionally, the school hosts an annual test-taking strategies Parent Workshop where state assessments, scoring rubric, and Lexile are discussed in detail.*

Assessment results are sent home by students to parents with a request to contact the teachers if they have questions and/or concerns regarding the report. Assessment results may be in the form of:

- *State-mandated standardized and norm-referenced test results (sent home in report card when the school receives parent reports);*
- *Midterm reports and reports cards (issued each nine-weeks);*
- *Progress reports; and*
- *PowerSchool/PowerTeacher Parent Portal.*



Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

<p>11. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.</p>
<p>11. The collection and disaggregation of achievement data and assessment results for students are addressed through the following methods:</p> <ul style="list-style-type: none"> a. <i>Using PowerSchool Data Management Warehouse, school staff can access the State’s Longitudinal Data System (SLDS) to view various data reports that have been disaggregated by students, class, gender, etc.</i> b. <i>During the first month of school, individual teachers are required to create a class profile for their student body. Using school summary reports, teachers disaggregate standardized test data in each content area in order to identify strengths and weaknesses by domains. By actively participating in the process of analyzing student data, teachers have the opportunity to identify the specific domains in each subject that should receive intense instructional emphasis.</i> c. <i>Data from a universal screening (DIBELS) assist teachers in identifying which students are in need of specific interventions. Ongoing progress monitoring enables teachers to determine the effectiveness of strategies and supplemental programs used to address students’ learning needs.</i> d. <i>State and local benchmarks are administered throughout the instructional year to monitor students’ progress toward mastering the CCGPS/GPS. Results of these assessments are used to help teachers make data-driven decisions to adjust instruction in order to meet the academic needs of their students.</i> e. <i>In addition, Harper has an effective data team process to assist with monitoring student achievement. A team of teachers and administrators meets regularly to disaggregate, analyze, and study the different types of data to assess the school’s progress toward meeting targets identified in the school improvement plan.</i>
<p>12. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.</p>
<p>12. <i>Test developers make provisions to ensure national, state and/or researched-based assessments are valid and reliable. Current students assessments include ITBS/CogAT, CRCT, CRCT-M, GAA, GKIDS, Georgia Writing Assessment (Grade 5), DIBELS and state benchmark assessments. Staff members who assist with these assessments receive small group training on the administration guidelines to ensure that the testing process is standardized.</i></p> <p><i>Assessment results are analyzed at both system and school levels to identify strengths and weaknesses in student performance. At the school level, a strategic process is utilized to guide teachers through the practice of examining and analyzing assessment results down to the classroom level to plan and adjust instruction.</i></p>
<p>13. Provisions for public reporting of disaggregated data.</p>
<p>13. <i>The Superintendent of Schools reports district and school-level test data to the public through the media and the system and school’s websites. Additionally, test data is reported to the community and other stakeholders during Parent-Teacher Organizational (PTO) meetings, School Advisory Council meetings, parent workshops and teacher-parent conferences. Additionally, state assessment data is communicated annually by the Georgia Department of Education in the school’s CCRPI report and by the Governor’s Office of Student Achievement.</i></p>



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Updated July 2014

Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

14. Plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program.
<i>14. Harper's Title I Plan was initially developed by the school's Leadership Team. The schoolwide/school improvement plan is reviewed and updated annually by teachers and administrators, with input from parents. Revisions regarding the actions, strategies and interventions to support continuous improvement initiatives are based on the collection of different types of data throughout the year.</i>
15. Plan developed with the involvement of the community to be served and individuals who will carry out the plan including teachers, principals, other school staff, and pupil service personnel, parents and students (if secondary).
<i>15. The school's Leadership Team is the organizational body that is responsible for developing, implementing and monitoring the Title I schoolwide/school improvement plan. This team consists of administrators, teachers, paraprofessionals, and parents. Additionally, the School Council, which consists of parents and community representatives, and the Parent Leaders Committee reviews the plan and provides feedback relative to the needs that they feel should be addressed.</i> <i>May's parent newsletter will be used to inform parents of the opportunity to review the 2014-2015 schoolwide/school improvement plan and provide feedback. The Title I plan is posted on the school's website for a two week period during the revision process.</i>
16. Plan available to the LEA, parents, and the public.
<i>16. Harper's Title I schoolwide/school improvement plan is distributed to parents at the annually Title I Night which is held during the first month of school. The plan can also be accessed on the school's website throughout the year. Stakeholders can obtain a copy of the plan from the school administration.</i>
17. Plan translated to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.
<i>17. English is the primary language of all students and parents at Harper Elementary School. However, in the past and, should the need arise in the future, the school will provide translated communications, services and resources to students and parents with limited English proficiency. Additionally an ESOL teacher is available to assist with this process.</i>
18. Plan is subject to the school improvement provisions of Section 1116.
<i>18. Harper's Title I Plan is subject to the School Improvement Provisions of Section 1116. Under Georgia's new accountability guidelines, the Elementary and Secondary Education Act (ESEA) Flexibility Waiver of 2012, Harper Elementary School is not identified as a Needs Improvement School.</i>