



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

Georgia Department of Education  
Title I  
Schoolwide/School Improvement Plan

<b>School Name:</b> Jones-Wheat Elementary School	
<b>School Mailing Address:</b>  1417 Dothan Road Bainbridge, Ga. 39817	
<b>LEA Name:</b> Larry J. Clark	
<b>LEA Title One Director/Coordinator Name:</b> April Aldridge	
<b>LEA Title One Director/Coordinator Signature:</b>	<b>Date:</b>
<b>LEA Title One Director/Coordinator Mailing Address:</b>  507 Martin Street Bainbridge, GA 39817	
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## Georgia Department of Education Title I Schoolwide/School Improvement Plan

### SWP/SIP Template Instructions

#### Notes:

- 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 asterisk (\*) denotes 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.



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**Planning Committee Members:**

<b>NAME</b>	<b>POSITION/ROLE</b>
Dr. Larry Clark	Principal
Amy Robinson	Assistant Principal
Deborah Watson	Instructional Lead Teacher
Miranda Killough	Pre-K Teacher
Debby Long	Kindergarten Teacher
Brittney Mathews	Kindergarten Teacher
Cynthia Butler	First Grade Teacher
Michelle Johnston	Second Grade Teacher
Delores Flemming	Third Grade Teacher
Susan Kelly	Third Grade Teacher
Pamela Oliver	Fourth Grade Teacher
Kim Johnson	Fourth Grade Teacher
Angie Grubbs	Special Ed. Teacher
Dorothy Pierce	Special Ed. Teacher
Nikki Rich	Parent
Kenyatta Phillips	Parent
Tomeka Keaton	Parent
Andrea Ryan	Parent
Jay Parker	Parent
Arien Adams	Parent

**45-60 Action Plan Team Members:**

<b>NAME</b>	<b>POSITION/ROLE</b>
Dr. Larry Clark	Principal
Amy Robinson	Assistant Principal
Deborah Watson	Instructional Lead Teacher
Debby Long	Kindergarten Teacher
Cynthia Butler	First Grade Teacher
Mistee Deen	Second Grade Teacher
Susan Kelly	Third Grade Teacher
Kim Johnson	Fourth Grade Teacher
Dorothy Pierce	Special Education



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### SIP Components

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

*Response:*

- A. We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were school administrators, the school improvement team members, horizontal and vertical team members, academic coaches, parents, and our instructional staff as a whole. All stakeholders were involved with the Comprehensive Needs Assessment for Jones-Wheat in many different ways. All staff and parents contributed to the CNA process by completing surveys. The administration team held grade level meetings to determine any needs improvement areas within each grade level. The School Improvement Team gathered and disaggregated school-wide student achievement data. The team examined data for strengths and weaknesses among subject areas and subgroups. Staff and parent survey data was also analyzed closely. Additionally, student disciplinary data, demographic and attendance data as well as parent involvement data was examined. Team members discussed goals and strategies to implement in order to improve academic success of all students. After goals and strategies were finalized, the team developed 45-60 day action plans to drive the school in meeting all the needs improvement areas.
- B. Team members have used the following instruments, procedures, or processes to obtain objective data on which to base this needs assessment:
- CCRPI data
  - SACS process/report
  - OBS 360 data – informal and formal monitoring processes
  - Professional Learning Survey Data
  - Demographic Data/Trends
  - Benchmark test results – Edusoft
  - Writing Test Scores
  - Attendance Data
  - Parent Input
  - Balanced Scorecard data – staff, teacher, parent and student input from surveys
  - GKIDS (Georgia Kindergarten Inventory of Developing Skills)
  - CRCT (Criterion Referenced Competency Test)
  - DCIA (Decatur County Instructional Assessment)
  - Discipline Data
  - STAR Reading
  - iKNOW Math
  - Technical Assistance from local, federal and state LEA agencies
  - Continuous School Improvement Plan



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C. Decatur County actively identifies migrant students by requiring the completing of the Occupational Survey upon registration at any school and by sending trained recruiters to visit work camps. After identification, migrant students are provided tutoring and instructional technology opportunities by Student Support Providers. SSP are available to translate for students and parents in written and verbal formats and to assist with family needs as they arise. PAC meetings are held during the school year and a Migrant Resource Center has been established at the Decatur County Student Support Center to help migrant families.

D. During the School-wide Plan Team meeting, team members reviewed data to identify the areas of primary focus to increase student achievement. The Title I/School Improvement Team members also analyzed student data in order to develop action plans and goals which focus on the areas of greatest need. Grade level teachers also worked together to develop individual grade level goals. The results from some of the data that was analyzed were as follows:

**Table 1**

Assessment	2010 – 2011 Met or Exceeded:	2011 – 2012 Met or Exceeded:	2012 – 2013 Met or Exceeded:
GKIDS Language Arts (Kindergarten)	86.3%	87.5%	91.1%
GKIDS Math (Kindergarten)	92.9%	93.1%	90.1%
GIA: 1 <sup>st</sup> Grade Reading	95% (GIA)	96% (GIA)	68% (DCIA)
GIA: 1 <sup>st</sup> Grade Language Arts	90% (GIA)	90% (GIA)	65% (DCIA)
GIA: 1 <sup>st</sup> Grade Math	91% (GIA)	94% (GIA)	83% (DCIA)
GIA: 2 <sup>nd</sup> Grade Reading	95% (GIA)	97% (GIA)	85% (DCIA)
GIA: 2 <sup>nd</sup> Grade Language Arts	87% (GIA)	88% (GIA)	81% (DCIA)
GIA: 2 <sup>nd</sup> Grade Math	85% (GIA)	95% (GIA)	84% (DCIA)
CRCT: 3 <sup>rd</sup> Grade Reading	97%	96%	97%
CRCT: 3 <sup>rd</sup> Grade Language Arts	94%	93%	93%
CRCT: 3 <sup>rd</sup> Grade Math	86%	83%	92%
CRCT: 3 <sup>rd</sup> Grade Science	91%	87%	91%
CRCT: 3 <sup>rd</sup> Grade Social Studies	89%	85%	92%



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CRCT: 4 <sup>th</sup> Grade Reading	93%	95%	92%
CRCT: 4 <sup>th</sup> Grade Language Arts	89%	93%	92%
CRCT: 4 <sup>th</sup> Grade Math	86%	87%	82%
CRCT: 4 <sup>th</sup> Grade Science	94%	91%	79%
CRCT: 4 <sup>th</sup> Grade Social Studies	92%	75%	75%

At the beginning of the 2012-2013 school year, it was determined that our greatest strength school-wide was Reading. It was also determined that our school-wide greatest area of need was Math (Grades 3 - 4). Language Arts was also identified as an area of need in grades K – 2. A Title 1 plan for improvement was put in place for the 2012-2013 school year and the results indicated gains for Math in grade 3. Grade 3 went from 83% meet and exceeds in 2012 to 93% in 2013. This is the only grade level which showed growth in math test scores for the 2012-2013 school year. This was the first year grades 1 and 2 tested using the Decatur County Instructional Assessment (DCIA). This instructional assessment over the Common Core Georgia Performance Standards noted a large decrease in the percentage of students who met or exceeded on the math test. Grade 1 went from 94% meets and exceeds in 2012 to 83% in 2013. Grade 2 also decreased from 95% meets and exceeds in 2012 to 84% in 2013.

After reviewing data, it was determined that our greatest strength school-wide going into the 2013-14 school year was Reading. There was a drastic decline in grades 1 and 2 in Reading scores with the new Decatur County Instructional Assessment (DCIA). It was also determined that our school-wide greatest area of need for the 2013-14 school year was Math especially in grades 1, 2 and 4. Language Arts is another area of needs improvement especially in grades 1 and 2. Again, these scores were much lower on the new Decatur County Instructional Assessment. Scores county-wide for grades 1 and 2 were much lower compared to the two years prior with the Georgia Instructional Assessment (GIA).

The analysis of subgroup Math data gave us more insight on how we can meet the needs of all students. The results of GKIDS, DCIA, and CRCT Math assessments indicated that our Students with Disabilities (SWD) in grades Kindergarten, 1, 2, and 4 achieved significantly below other subgroups. (See Table 2) The test data results by subgroups also indicated that African American students performed much lower than other ethnic groups in their grade level. In 1<sup>st</sup> grade, African American students performed 21% lower than White student in the meets and/or exceeds category. In 2<sup>nd</sup> grade, there was a 15% difference in the meets and/or exceeds category for African Americans compared to the White subgroup.



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**Percentage of Subgroups in Kindergarten, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> Grade Meeting or Exceeding State Standards in Math**

**Table 2**

Subgroups	Kindergarten GKIDS Math 12-13
Students w/ Disabilities	87%
Female Students	96%
Male Students	94%
African American	92%
White	98%
Hispanic	100%

Subgroups	Grade 1 GIA Math 10-11	Grade 1 GIA Math 11-12	Grade 1 DCIA Math 12-13	Grade 2 GIA Math 10-11	Grade 2 GIA Math 11-12	Grade 2 DCIA Math 12-13
Students w/ Disabilities	40%	50%	67%	70%	100%	33%
Female Students	96%	96%	74%	84%	93%	87%
Male Students	85%	91%	90%	86%	97%	81%
African American	85%	90%	74%	82%	91%	79%
White	100%	100%	95%	92%	100%	94%
Hispanic	*	*	*	*	*	*

Subgroups	Grade 3 CRCT Math 10-11	Grade 3 CRCT Math 11-12	Grade 3 CRCT Math 12-13	Grade 4 CRCT Math 10-11	Grade 4 CRCT Math 11-12	Grade 4 CRCT Math 12-13
Students w/ Disabilities	40%	29%	100%	44%	60%	55%
Female Students	86%	85%	91%	92%	87%	84%
Male Students	88%	78%	94%	82%	90%	80%
African American	82%	75%	92%	83%	89%	82%
White	97%	93%	94%	88%	88%	85%
Hispanic	*	*	*	*	*	*

\*None or too few to report



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After reviewing the data, the analysis of subgroup Language Arts data gave us more insight on how we can meet the needs of all students. The results of the GKIDS, DCIA and CRCT Language Arts assessments indicated that our Students with Disabilities (SWD) achieved significantly below other subgroups especially in grades 1, 2, and 3. There was a significant increase in achievement scores with the male subgroup for the 2012-13 school in Kindergarten and 3<sup>rd</sup> grade. The Kindergarten male subgroup went from 89% meets and/or exceeds in 2012 to 94% in 2013. The 3<sup>rd</sup> grade male subgroup went from 85% meets and exceeds in 2012 to 97% in 2013.

### Percentage of Subgroups in Kindergarten, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> Grade Meeting or Exceeding State Standards in Language Arts

**Table 3**

Subgroups	GR K Gkids Lang. Arts 10-11	GR K Gkids Lang. Arts 11-12	GR K Gkids Lang. Arts 12-13
Students w/ Disabilities	40%	25%	87%
Female Students	92%	88%	96%
Male Students	85%	89%	94%
African American	86%	80%	92%
White	94%	89%	98%
Hispanic	*	*	100%

Subgroups	GR 1 GIA Lang. Arts 10-11	GR 1 GIA Lang. Arts 11-12	GR 1 DCIA Lang. Arts 12-13	GR 2 GIA Lang. Arts 10-11	GR 2 GIA Lang. Arts 11-12	GR 2 DCIA Lang. Arts 12-13
Students w/ Disabilities	20%	0%	0%	50%	33%	17%
Female Students	98%	98%	68%	92%	89%	90%
Male Students	82%	81%	60%	84%	88%	70%
African American	84%	87%	57%	82%	88%	73%
White	100%	97%	86%	96%	92%	94%
Hispanic	*	*	*	*	*	*





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Subgroups	GR 3 CRCT Lang. Arts 10-11	GR 3 CRCT Lang. Arts 11-12	GR 3 CRCT Lang. Arts 12-13	GR 4 CRCT Lang. Arts 10-11	GR 4 CRCT Lang. Arts 11-12	GR 4 CRCT Lang. Arts 12-13
Students w/ Disabilities	80%	86%	86%	56%	40%	66%
Female Students	92%	91%	91%	95%	99%	90%
Male Students	95%	85%	97%	86%	95%	94%
African American	89%	84%	91%	86%	99%	91%
White	100%	94%	97%	96%	89%	93%
Hispanic	*	*	*	*	*	*

\*None or too few to report

When all the information from the resources used in our comprehensive needs assessment were compiled, Jones-Wheat's needs included the following:

- Math: to decrease the number of students who DNM in Math and to increase the number of students who exceed in Math in all grade levels
- Language Arts: to decrease the number of students who DNM in Language Arts and to increase the number of students who exceed in Language Arts in grades 1 and 2
- Increase the number of STEM units implemented during the 2013-14 school year. These units should have emphasis on Engineering/Problem Solving and include math standards.
- Professional Learning in the areas of differentiation and gender specific teaching. Professional Learning is also needed in Math (CCGPS) and Language Arts (CCGPS) as indicated by our test scores.
- Special Ed. Co-Teaching and Supportive Instruction training and resources in the area of Math
- School Climate/Culture: Reduce the number of office referrals (especially emotional needs) and decrease the number of student tardies and absences.
- Focus on providing more Math intervention time for at-risk students in all grade levels
- Focus on providing more Language Arts intervention time for at-risk students in grades 1-2
- Improve professional practices by refining and implementing a consistent supervision and evaluation protocol.

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

- Economically disadvantaged students: The number of students designated as "economically disadvantaged" has grown over the past few years. Many in our population are dealing with situational poverty brought on by our nation's current economic situation while others have been in a position of poverty for some time.



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- Students from Major racial and ethnic groups: The faculty and staff of JWE serve a diverse population of learners. As seen in Table 4 our student population is 61% African American, 35% White, 2% Hispanic and Multi-Racial.

**Table 4**

Student Demographic Information 2008-2012															
	#	2008	%	#	2009	%	#	2010	%	#	2011	%	#	2012	%
Asian	0		.00	1		.002	2		.003	1		.002	1		.001
Black	337		.63	276		.62	320		.63	290		.58	301		.61
Hispanic	10		.018	6		.01	4		.01	8		.02	8		.02
Indian	0		.00	0		.00	5		.01	0		.00	0		.00
Other	9		.016	8		.02	14		.02	10		.03	10		.02
White	183		.34	157		.35	164		.40	184		.37	175		.35
<b>Totals</b>		<b>539</b>		<b>448</b>			<b>509</b>			<b>493</b>			<b>498</b>		

- Students with disabilities: During the 2012-13 school year at Jones-Wheat, 4% of the student population received Special Education services. This population included 19 students ranging from Pre-K to 4<sup>th</sup> grade.
- Students with limited English proficiency: Jones-Wheat does not have any students with limited English proficiency.

F. The data has helped us reach conclusions regarding achievement or other related data.

- The major strengths we found in our program were in Reading (Reading Skills and Vocabulary Acquisition), English/Language Arts (Grammar and Sentence Structure) and in Math (Algebra).
- The major needs we discovered were Math (Data Analysis) and Language Arts (Research and Writing).
- The needs we will address are increasing academic performance in Math (Data Analysis and Problem Solving) and Language Arts (Research and Writing). We will focus on integrating Writing through the Common Core Curriculum in Kindergarten through 4<sup>th</sup> grade. More STEM units will be implemented including more rigorous lessons focusing on problem solving.
- The specific academic needs of those students who are to be addressed in the schoolwide program plan will be improving students understanding how to solve problems. We will also focus on improving writing skills across all grade levels and across all content areas.
- The ROOTCAUSE/s that we discovered for the needs in Math was lack of student Depth of Knowledge (DOK) especially at Level 3 (Short-Term Strategic Thinking) and Level 4 (Extended Strategic Thinking). Teachers indicated a need for additional professional learning in DOK to effectively help students become better problem solvers. The root cause discovered for the needs in Language Arts was the lack of writing across the curriculum.

G. The measurable goals/benchmarks we have established to address the needs are listed below in Table 5.



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**Table 5: Fall 45-60 Day Action Plan – Created 6-7-13**

Jones-Wheat Elementary School 45-60 Day Action Plan						
GOALS:	ACTIONS, STRATEGIES, INTERVENTIONS:	TIMELINE:	PERSON(S) RESPONSIBLE:	ARTIFACTS:	EVIDENCES:	PROGRESS:
In Mathematics, Jones-Wheat students in grades 3-4 will achieve an average of 93% or higher in the meets and/or exceeds range on the 2014 CRCT with over 30% or higher in the exceeds range.	<ul style="list-style-type: none"> <li>*iPASS: Provide more time for at-risk students.</li> <li>*Math CCGPS Team will meet together once each 9 weeks for unit planning.</li> <li>*Co-Teaching for SWD</li> <li>* Professional Learning Communities: "Examining Student Work"</li> <li>* 15 minute intervention time each day</li> <li>*Benchmark Pre/Post Boot Camp</li> <li>*DOK Training</li> </ul>	<p>Weekly</p> <p>Progress Analyzed at end of 45/60 days</p> <p>Long-term goal reached by Spring 2014</p>	Administration (Principal, Assistant Principal, Lead Teacher), 3 <sup>rd</sup> and 4 <sup>th</sup> grade teachers, EIP teacher, Math Coach	2X2 conferences, iPASS notebooks, iPASS reports, schedules, lesson plans, math course maps	Benchmark Tests, Teacher Made Tests, iKNOW Tests, Edusoft Item Analysis, CRCT Test	<ul style="list-style-type: none"> <li>*iPASS progress monitoring with 2X2 conferences every 2 weeks.</li> <li>* 4 ½ week progress reports checked, A3 meeting dates, Ob360 walk-through observations</li> <li>*Chart Progress</li> </ul>
In Mathematics, Jones-Wheat students in grades 1-2 will achieve an average of 90% or higher in the meets and/or exceeds range on the 2014 DCIA with over 30% or higher in the exceeds range.	<ul style="list-style-type: none"> <li>*Math CCGPS Team will meet together once each 9 weeks for unit planning.</li> <li>*iMOD lessons</li> <li>* Professional Learning Communities: "Examining Student Work"</li> <li>* 15 minute intervention time each day</li> <li>*Benchmark Pre/Post Boot Camp</li> <li>*DOK Training</li> </ul>	<p>Weekly</p> <p>Progress Analyzed at end of 45/60 days</p> <p>Long-term goal reached by Spring 2014</p>	Administration (Principal, Assistant Principal, Lead Teacher), 3 <sup>rd</sup> and 4 <sup>th</sup> grade teachers, EIP teacher, Math Coach	iKNOW Tests, Teacher Made Tests, Edusoft Item Analysis, IMOD data	Benchmark Tests, Teacher Made Tests, iKNOW Tests, Edusoft Item Analysis, DCIA Test	<ul style="list-style-type: none"> <li>*iPASS progress monitoring with 2X2 conferences every 2 weeks.</li> <li>* 4 ½ week progress reports checked by teachers and the administration, A3 meeting dates (review all data), Ob360 walk-through observations</li> </ul>
Focusing on curriculum, instruction, and assessment; JWE teachers will increase rigor, DOK, and student engagement resulting in an increase in the percentage of meets and/or exceeds on the DCIA and CRCT 2014 results for all subject areas.	<ul style="list-style-type: none"> <li>*Implement more STEM Units (Focus on Engineering/Problem Solving)</li> <li>*Evaluation and Incorporation of CCGPS</li> <li>*DOK Training</li> <li>*Grades 1-2: Provide Language Arts intervention time daily to address needs of at-risk students.</li> <li>*Writing Workshop w/ RESA representative</li> </ul>	<p>Weekly</p> <p>Progress Analyzed at end of 45/60 days</p> <p>Long-term goal reached by Spring 2014</p>	Administration (Principal, Assistant Principal, Lead Teacher), PreK – 4 <sup>th</sup> grade teachers, EIP teacher, Academic Coaches	Stem Units, Lesson Plans, Schedules, Course Maps	Benchmark Tests, Teacher Made Tests, iKNOW Tests, Edusoft Item Analysis	<ul style="list-style-type: none"> <li>* 4 ½ week progress reports checked by teachers and the administration, A3 meeting dates (review all data), Ob360 walk-through observations</li> <li>*Chart Progress</li> </ul>



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GOALS:	ACTIONS, STRATEGIES, INTERVENTIONS:	TIMELINE:	PERSON(S) RESPONSIBLE:	ARTIFACTS:	EVIDENCES:	PROGRESS:
Jones-Wheat will reduce the number of office referrals (especially emotional need referrals) and decrease the number of student tardies and absences.	<ul style="list-style-type: none"> <li>*Increase the focus level of guidance/counseling with students showing behaviors.</li> <li>*Early RTI for any emotional concerns (Focus on PreK-K)</li> <li>* Implement behavior and attendance contracts</li> <li>*Schedule parent conferences</li> <li>*Wii Friday Incentive Program</li> <li>*ABE Program</li> <li>*Positive Behavior and Attendance Incentives</li> </ul>	<p>Weekly</p> <p>Progress Analyzed at end of 45/60 days</p> <p>Long-term goal reached by Spring 2014</p>	Administration (Principal, Assistant Principal, Lead Teacher), PreK – 4 <sup>th</sup> grade teachers, EIP teacher, Special Ed. teachers, Music teacher, PE teacher, Counselor, School Psychologist	Attendance Policy, A3, SST meeting minutes, Parent conference minutes, Attendance and Behavior Contracts, ABE Program reports	Infinite Campus Attendance Reports, Infinite Campus Behavior Reports	<ul style="list-style-type: none"> <li>* 4 ½ week progress reports checked by teachers and the administration, A3 meeting dates (review all data), Ob360 walk-through observations</li> <li>*Chart Progress</li> </ul>
Jones-Wheat teachers will increase the use of technology in all content areas during the 2013-2014 school year.	<ul style="list-style-type: none"> <li>*Teachers (PreK – 4<sup>th</sup>) will participate in TabPilot training.</li> <li>*Purchase 3 class sets of TabPilot tablets for teacher/student use.</li> <li>*Schedule additional SmartBoard professional learning.</li> </ul>	<p>Weekly</p> <p>Progress Analyzed at end of 45/60 days</p> <p>Long-term goal reached by Spring 2014</p>	Administration (Principal, Assistant Principal, Lead Teacher), PreK – 4 <sup>th</sup> grade teachers, EIP teacher, Special Ed. teachers, Media Specialist, Tech Support	SmartBoard Lesson Plans, Check-out list for TabPilots, Walk-Through Observations	Benchmark Tests, Teacher Made Tests, Teachers and students more tech. proficient.	<ul style="list-style-type: none"> <li>* 4 ½ week progress reports checked by teachers and the administration, A3 meeting dates (review all data), Ob360 walk-through observations</li> <li>*Chart Progress</li> </ul>
The leadership team will improve professional practices by refining and implementing a consistent supervision and evaluation protocol.	<ul style="list-style-type: none"> <li>*Professional Learning scheduled for staff.</li> <li>*Assigned PD360 videos to individual teachers based on their professional learning needs.</li> <li>*Administration/Teacher conferences after each walk-through</li> <li>*SLDS training</li> <li>*Administration will implement a rotating observational schedule conducting walk-throughs weekly.</li> <li>*Administration will complete 10% implementation of TKES/LKES.</li> </ul>	<p>Weekly</p> <p>Progress Analyzed at end of 45/60 days</p> <p>Long-term goal reached by Spring 2014</p>	Administration (Principal, Assistant Principal, Lead Teacher), PreK – 4 <sup>th</sup> grade teachers, Special Ed. teachers, EIP teacher, Academic Coaches	Walk-Through Observations, Formative Evaluations	Benchmark Tests, Teacher Made Tests, CRCT Test, GKIDS, DCIA Test	<ul style="list-style-type: none"> <li>* 4 ½ week progress reports checked by teachers and the administration, A3 meeting dates (review all data), Ob360 walk-through observations</li> <li>*Chart Progress</li> </ul>



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**Table 5: Winter 45-60 Day Action Plan – Revised 1-13-14**

Jones-Wheat Elementary School 45-60 Day Action Plan						
GOALS:	ACTIONS, STRATEGIES, INTERVENTIONS:	TIMELINE:	PERSON(S) RESPONSIBLE:	ARTIFACTS:	EVIDENCES:	PROGRESS:
In Mathematics, Jones-Wheat students in grades 3-4 will achieve an average of 90% or higher in the meets and exceeds range and 30% or higher in the exceeds.	<ul style="list-style-type: none"> <li>*iPASS: Provide more time for at-risk students.</li> <li>*Co-Teaching for SWD</li> <li>* Professional Learning Communities: “Examining Student Work”</li> <li>* 15 minute intervention time each day</li> <li>*Benchmark Pre/Post Boot Camp</li> <li>*DOK Training</li> <li>*MyQ Lessons</li> <li>*Constructed Responses</li> </ul>	Weekly  Progress Analyzed at end of 45/60 days  Long-term goal reached by Spring 2014	Administration (Principal, Assistant Principal, Lead Teacher), 3 <sup>rd</sup> and 4 <sup>th</sup> grade teachers, EIP teacher, Math Coach	2X2 conferences, iPASS notebooks, iPASS reports, schedules, lesson plans, math course maps	Benchmark Tests, Teacher Made Tests, iKNOW Tests, Edusoft Item Analysis, CRCT Test	*iPASS progress monitoring with 2X2 conferences every 2 weeks. * 4 ½ week progress reports checked, RTI meeting dates, Ob360 walk-through observations *Chart Progress
In Mathematics, Jones-Wheat students in grades 1-2 will achieve an average of 90% or higher in the meets and exceeds range and 40% or higher in the exceeds.	<ul style="list-style-type: none"> <li>*MyQ lessons</li> <li>* Professional Learning Communities: “Examining Student Work”</li> <li>* 15 minute intervention time each day</li> <li>*Benchmark Pre/Post Boot Camp</li> <li>*DOK Training</li> <li>*Constructed Responses</li> </ul>	Weekly  Progress Analyzed at end of 45/60 days  Long-term goal reached by Spring 2014	Administration (Principal, Assistant Principal, Lead Teacher), 1 <sup>st</sup> and 2 <sup>nd</sup> grade teachers, EIP teacher, Math Coach	iKNOW Tests, Teacher Made Tests, Edusoft Item Analysis, MyQ Data	Benchmark Tests, Teacher Made Tests, iKNOW Tests, Edusoft Item Analysis, DCIA Test, MyQ Reports	*iPASS progress monitoring with 2X2 conferences every 2 weeks. * 4 ½ week progress reports checked by teachers and the administration, RTI meeting dates (review all data), Ob360 walk-through observations
Focusing on curriculum, instruction, and assessment; JWE teachers will increase rigor, DOK, and student engagement resulting in an increase in the percentage of meets and/or exceeds on the benchmark tests and student growth on iKNOW and STAR Reading.	<ul style="list-style-type: none"> <li>*Implement more STEM Units (Focus on Engineering/Problem Solving)</li> <li>*Evaluation and Incorporation of CCGPS</li> <li>*Participate w/ County-Wide Power Word Strategy to increase vocabulary</li> <li>*DOK Training / Observations and Feedback Forms</li> <li>*More in Depth Data Meetings (School Level and County Level)</li> </ul>	Weekly  Progress Analyzed at end of 45/60 days  Long-term goal reached by Spring 2014	Administration (Principal, Assistant Principal, Lead Teacher), PreK – 4 <sup>th</sup> grade teachers, EIP teacher, Academic Coaches	Stem Units, Lesson Plans, Schedules, Course Maps, RTI Notebooks, Power Word Charts	Benchmark Tests, Teacher Made Tests, iKNOW Tests, Edusoft Item Analysis, DIBELS Data,	* 4 ½ week progress reports checked by teachers and the administration, RTI meeting dates (review all data), Ob360 walk-through observations *Chart Progress



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## Georgia Department of Education 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.

GOALS:	ACTIONS, STRATEGIES, INTERVENTIONS:	TIMELINE:	PERSON(S) RESPONSIBLE:	ARTIFACTS:	EVIDENCES:	PROGRESS:
Jones-Wheat will reduce the number of office referrals (especially emotional need referrals) and decrease the number of student tardies and absences.	<ul style="list-style-type: none"> <li>*Increase the focus level of guidance/counseling with students showing behaviors.</li> <li>*Early RTI for any emotional concerns (Focus on PreK-K)</li> <li>* Implement behavior and attendance contracts</li> <li>*Schedule parent conferences</li> <li>*Wii Friday Incentive Program</li> <li>*ABE Program</li> <li>*Positive Behavior and Attendance Incentives</li> </ul>	<p>Weekly</p> <p>Progress Analyzed at end of 45/60 days</p> <p>Long-term goal reached by Spring 2014</p>	Administration (Principal, Assistant Principal, Lead Teacher), PreK – 4 <sup>th</sup> grade teachers, EIP teacher, Special Ed. teachers, Music teacher, PE teacher, Counselor, School Psychologist	Attendance Policy, SST meeting minutes, Parent conference minutes, Attendance and Behavior Contracts, ABE Program reports, RTI Notebooks	Infinite Campus Attendance Reports, Infinite Campus Behavior Reports	<ul style="list-style-type: none"> <li>* 4 ½ week progress reports checked by teachers and the administration, RTI meeting dates (review all data), Ob360 walk-through observations</li> <li>*Chart Progress</li> </ul>
Jones-Wheat teachers will increase the use of technology in all content areas during the 2013-2014 school year.	<ul style="list-style-type: none"> <li>*Teachers (PreK – 4<sup>th</sup>) will participate in TabPilot training.</li> <li>*Purchase 3 class sets of TabPilot tablets for teacher/student use.</li> <li>*MyQ Training &amp; Implementation</li> <li>*Home Connection: MyQ, Renaissance (AR), and OAS</li> </ul>	<p>Weekly</p> <p>Progress Analyzed at end of 45/60 days</p> <p>Long-term goal reached by Spring 2014</p>	Administration (Principal, Assistant Principal, Lead Teacher), PreK – 4 <sup>th</sup> grade teachers, EIP teacher, Special Ed. teachers, Media Specialist, Tech Support	SmartBoard Lesson Plans, Check-out list for TabPilots, Walk-Through Observations	Benchmark Tests, Teacher Made Tests, MyQ, AR, and OAS Reports, Teachers and students more tech. proficient.	<ul style="list-style-type: none"> <li>* 4 ½ week progress reports checked by teachers and the administration, RTI meeting dates (review all data), Ob360 walk-through observations</li> <li>*Chart Progress</li> </ul>
The leadership team will improve professional practices by refining and implementing a consistent supervision and evaluation protocol.	<ul style="list-style-type: none"> <li>*Professional Learning scheduled for staff.</li> <li>*Administration/Teacher conferences after each walk-through</li> <li>*Administration will implement a rotating observational schedule conducting walk-throughs weekly.</li> <li>*Administration will complete 10% implementation of TKES/LKES.</li> <li>*D.O.K. Training / Observation &amp; Feedback Forms (administration also assisting with lessons)</li> </ul>	<p>Weekly</p> <p>Progress Analyzed at end of 45/60 days</p> <p>Long-term goal reached by Spring 2014</p>	Administration (Principal, Assistant Principal, Lead Teacher), PreK – 4 <sup>th</sup> grade teachers, Special Ed. teachers, EIP teacher, Academic Coaches	Walk-Through Observations, Formative Evaluations, D.O.K. Observation/ Feedback Forms	Benchmark Tests, Teacher Made Tests, CRCT Test, GKIDS, DCIA Test, Teachers incorporating higher level questioning into their instruction.	<ul style="list-style-type: none"> <li>* 4 ½ week progress reports checked by teachers and the administration, RTI meeting dates (review all data), Ob360 walk-through observations</li> <li>*Chart Progress</li> </ul>





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

### \*2. Schoolwide reform strategies that are scientifically researched based.

School-wide reform is a top priority at Jones-Wheat Elementary. School reform is driven by data driven decision-making which is then formulated into the school improvement plan. Data received from Criterion Referenced Competency Test (CRCT), Decatur County Instructional Assessment (DCIA), and local benchmark assessments drives the school-wide reform decisions. Jones-Wheat Elementary has implemented scientifically researched based strategies to provide opportunities for all students to meet or exceed Georgia's proficient and advanced levels of student performance. The following school reform strategies have been implemented to help meet the needs of all students, particularly the needs of students not demonstrating proficiency with the Georgia Performance Standards. In addition to implementing the following reform strategies, the School Improvement/ Title 1 Team will meet regularly to review data throughout the 2013-14 school year to evaluate the progress being made by all students.

### 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.

#### A. Response:

The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standard are by putting goals and best practices in place that will assist us in achieving improved performance by our students. Jones-Wheat Elementary will increase academic performance for all students and targeted subgroups to meet and/or exceed baseline targets through collaborative planning with classroom teachers, targeted interventions and progress monitoring, professional learning opportunities, rigorous and hands-on curriculum, increase guidance/counselor support and incorporate more technology throughout all content areas.

### 2(b). Are based upon effective means of raising student achievement.

#### B. Response:

Following are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies. .

- **The following school reform strategies will be applied to address the needs identified in Component 1:**
  - CCGPS (Common Core Georgia Performance Standards) implementation through ongoing professional learning such as horizontal and vertical planning, A3 progress monitoring, PD360 which provides additional professional learning for staff members, Georgia Department of Education Illuminate Sessions, and schedule CCGPS team meetings once every 9 weeks.
  - Learning Focused Schools Strategies will be used for teaching all subjects.



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

Learning Focused is a comprehensive continuous school improvement model that provides consistent learning and exemplary research-based practices.

- An academic math, reading, and science coach will work with teachers to develop effective strategies to improve instruction and student achievement. Countywide course maps will be used to ensure all Georgia Performance Standards are taught. Benchmark tests will be administered at the end of each nine weeks in Math, Reading (Language Arts), and Science. Data collected from these tests will be analyzed by administrators, teachers and coaches.
- 21<sup>st</sup> Century After-School Program will be provided for low performing students during the 2013 – 2014 school year. The program will offer students morning and afternoon sessions. Selection process for the After-School Program will be from data from the 2012-13 school year especially with the emphasis on students that are at-risk in Math, Reading and Language Arts.
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS), iKnow Math, and STAR Reading will be administered three times per year for progress monitoring.
- Volunteer (Bainbridge College and Bainbridge High School) and Mentoring Program will be in place to advance student learning.
- Family Services Coordinator will facilitate communication between the school, home, and the community.
- Georgia Online Assessment System will be used to provide opportunities for remediation and/or enrichment.
- School Improvement Team will meet to disaggregate test data and help identify areas of school-wide as well as grade level improvements.
- Subgroups not meeting standards, or at risk of not meeting standards, will be actively involved in the Response to Intervention (RTI) process. To support these students, a series of programs will be implemented throughout the year that will provide additional remediation to students who are identified as needing further support based on data. These sessions aim to meet specific needs of students in math based on teacher input and assessments with the goal of getting all students to meet or exceed Georgia's performance standards. Students will be taught strategies and higher level thinking skills to aid them in becoming better problem solvers. These initiatives will take place in a variety of formats including before-school & or after-school program, 15 minute planned intervention time before enrichment (three days a week) and throughout the regular math time.
- Jones-Wheat Elementary will offer additional opportunities for family engagement through our Title 1 funding. The focus of these opportunities includes emphasis on math (Family Math and Reading Night) and increasing the knowledge of the importance of home/school communication.
- JWE will continue additional web-based programs for math to meet the needs of the at-risk students. These programs include iPass and ThinkFast. JWE will also add iKnow and iLearnMODS to add additional support for math data analysis and targeting specific math areas of need. Teacher training will also be provided to ensure the programs will be used efficiently.





Dr. John D. Barge, State School Superintendent  
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## Georgia Department of Education Title I Schoolwide/School Improvement Plan

- The **CL**assroom **A**nalysis of State Standards (CLASS Keys) teacher performance appraisal process will be used during the 2013-14 school year. Research studies show that an effective teacher enhances student learning more than any other aspect of schooling that can be controlled (Marzano, 2006). The CLASS Keys enhances the skills of Georgia’s teachers to direct the new work of standards-based learning in order to lead the nation in improving student achievement.
- **STEM** (Science Technology Engineering and Math) based projects will be incorporated into 2<sup>nd</sup> and 3<sup>rd</sup> grade’s curriculum for the 2013-14 school year. Teacher training will be provided.
- **ABE** (Alternative Behavior Educator) software will be used with all students who have behavior plans during the 2012-13 school year. This software is built from research and designed to help students, staff, and schools succeed. ABE is an automated software that gives individualized and corrective instruction for the identified offense, based on discipline referral and/or maladaptive behavior. Teachers in grade 4 will also pilot the new ABE behavior incentive/tracking program. This system will allow teachers to track behaviors in the class for all students. Behavior report cards will be printed from the ABE program and sent home weekly keeping parents aware of their child’s behavior at school.

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

*C. Response:*

We will increase the amount and quality of learning time by incorporating the following:

- CCGPS and Standards Based Classroom
- STEM Units (Grades 2-3)
- 21<sup>st</sup> Century Before and After School Tutoring Program
- 21<sup>st</sup> Century Summer School
- Migrant Summer School
- Special Education: Co-Teaching and Differentiated Learning
- ABE Program
- Master Schedule – Ability groups for Reading
- RTI / Progress Monitoring
- Early Intervention Program
- CRCT Boot Camp
- Benchmark Boot Camp

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).



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

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

### *Response:*

In an effort to address the needs of all children, particularly targeted populations we will:

- Develop and Implement Individualized Education Plans (IEP) for Special Education students to ensure that effective instructional strategies are implemented and appropriate testing accommodations are provided based on the students' needs.
- Analyze local and state assessment data regularly to ensure that data-driven decisions are made to meet the needs of all students, particularly targeted populations.
- Provide differentiated instruction for all students especially targeted populations based on ongoing data analysis.

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

The Decatur County Human Resources Department strives to hire, retain, and compensate employees commensurate with the skills and abilities to accomplish the purpose and goals of Decatur County Schools. The Human Resources Department maintains the personnel data based and ensures that 100% of teachers are highly qualified. Decatur County Schools does not employ teachers that are not highly qualified and our school and county will continue to hire teachers and/or paraprofessionals that are highly qualified based on the standards established by the State of Georgia. If there were ever a situation where students were not being instructed by a highly qualified teacher or long-term substitute, parents would be notified in writing. Jones-Wheat Elementary School employs 100% highly qualified teachers and paraprofessionals.

All academic teachers at Jones-Wheat Elementary meet the criteria of the highly qualified teacher requirement.

- All instructional paraprofessionals meet HiQ certification requirements.
- All teachers are teaching within their certified content areas.
- Horizontal and vertical planning time is provided for subject level and grade level teachers in order that they may review test data, course maps and frameworks which support the Georgia Performance Standards.
- The administration at Jones-Wheat works closely with the Personnel Department in ensuring that all prospective teachers meet the criteria to be classified as Highly Qualified.

### **Current JWE instructional staff includes:**

- 1 Principal
- 1 Assistant Principal
- 1 Instructional Lead Teacher
- 1 Media Specialist
- 1 Counselor
- 1 EIP Teacher
- 2 Special Education Teachers
- 1 Speech Teacher



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

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

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

- 3 Pre-K Teachers
- 4 Kindergarten Teachers
- 4 First Grade Teachers
- 3 Second Grade Teachers
- 4 Third Grade Teachers
- 3 Fourth Grade Teachers
- 1 PE Teacher
- 1 Music Teacher
- 14 Paraprofessionals

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

- A. We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. (Use HiQ Report and school staff roster. Indicate how certification deficiencies are being addressed.)

The Human Resources Department for Decatur County Schools verifies and monitors the certification and highly qualified status of our employees. The System conducts an annual needs assessment that addresses recruitment of HiQ teachers. A recruitment plan has been developed by the HR Department that includes but is not limited to the strategies noted below:

- Teachers, paraprofessionals and leaders who meet the definitions of Highly Qualified and who can obtain certification from Professional Standards are hired first.
- Alternate routes to certification are pursued and/or expanded.
- Individuals with strong content knowledge in hard-to-fill subjects are sought and encouraged to enter the profession.
- Teachers are assigned to content areas in which they are HiQ.
- Principals will eliminate practices that allow veteran teachers to select plum assignments and which paired novices with the most challenging students.
- Recruitment incentives will be reviewed and implemented where possible.
- Prospective talent will be directed to or matched with high poverty or struggling schools.
- The practice of avoiding the transfer of ineffective teachers will be continued.

Title IIA funds are used by the HR Department to attend job fairs and similar events as one strategy in teacher recruitment. As a result of these efforts and in conjunction with planning and implementation, Decatur County Schools successfully recruits highly qualified, effective teachers and make equitable placements so that all students in all classrooms, programs, and schools have HiQ effective teachers with equivalent teaching experience. In a grow-your-own concept, the high school operate a Teacher Cadet program which provides high school students with a knowledge based and hands on opportunity to work with student in lower grade prior to entering college.



Dr. John D. Barge, State School Superintendent  
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**Georgia Department of Education**  
**Title I**  
**Schoolwide/School Improvement Plan**

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

*Response:*

- A. We have included teachers, principals, paraprofessionals, parents, and other staff in our staff development that addresses the root causes of our identified needs.

Decatur County Schools engage in a comprehensive needs assessment process annually that includes school/system record review, the development of actions plans, and online staff surveys designed to collect information regarding the professional learning needs of all staff with a specific emphasis on meeting the diverse needs of all student groups. Yearly professional learning surveys provide the system and school with data that indicates areas that teachers need additional support and training. In addition to survey results, completion of our needs assessment identified weak areas in which improvement is needed and the team determined strategies and the staff development needed to address these areas. The administration team also uses PD360 and OBS360 to assess the needs of staff members at Jones-Wheat. Walk-throughs are conducted weekly by the administration team to assess classroom instruction. Staff members receive immediate feedback via email from the walk-through visit. If the administration sees any area of improvement needed, an attached video link from PD360 is attached to the email allowing teachers to immediately receive professional learning. Also, conducting walk-throughs regularly and reviewing the data allows the administration to see any professional learning needs school-wide.

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

At Jones-Wheat Elementary, our Professional Development will be designed to support continuous improvement and to increase student achievement. Before school begins in August, all new teachers and new paraprofessionals must attend staff development during the summer professional learning sessions. These sessions ensure new staff members are trained on specific curriculum programs and specific county-wide policies/procedures. Horizontal and vertical planning is scheduled monthly. During this time, grade level teams meet to discuss student progress, plan lessons, disaggregate data, and plan for curriculum alignment.

A3 (Progress Monitoring) is scheduled once a month. During our monthly A3 Professional Learning, teachers analyze and enter progress monitoring data on students with the assistance of the A3 coordinator, assistant principal, lead teacher, and school counselor. PD360 (Online School Improvement Website) provides on-demand, research-based resources for administrators, teachers and paraprofessionals. All teachers and paraprofessionals have been trained to use the PD360 system.

At Jones-Wheat Elementary, our Professional Development will be designed to support continuous improvement and to increase student achievement. The following Professional



Dr. John D. Barge, State School Superintendent  
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## Georgia Department of Education Title I Schoolwide/School Improvement Plan

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

Development topics have been planned for the 2012-2013 school year:

- Math: iPass (Grades 3-4), Think Fast (Grades 1-4), iLearnMODS (Grades 1-4) and iKnow (Grades 1-4) computer training.
- CCGPS: Training in the Common Core Georgia Performance Standards and ongoing unit planning.
- Horizontal and Vertical Team Planning: These teams will meet together for professional learning once a month. The teams will continuously review data for any weaknesses and develop plans to strengthen the curriculum.
- Professional Learning Communities – Examining Student Work (Focus Area: Math)
- Standards Based Classroom
- PD360 Videos for Differentiation and Co-Teaching Strategies
- STEM Training
- ABE Program Training
- CLASS Keys – TKES and LKES
- Writing Workshop – RESA

C. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. For example . . . (money, time, resources, instructional coaches)

Title I funds in conjunction with local and state LEA funds provide money, resources, and instructional coaches as designated for most professional learning courses. Scheduling with respect to time and location are facilitated at the school and county level to maximize professional learning opportunities.

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 in the following ways . . .

Teachers have been included in developing activities addressing 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. Teachers will be trained in the testing administration of all state and local assessments required for each grade level. These include but are not limited to: GKIDS, CRCT, GIA, and county wide benchmark assessments. Teachers also meet with professional learning communities that include teachers, administrators, lead teachers, and instructional coaches to review and interpret data. System wide, schools will be engaged in professional learning communities focused on Examining Student Work for the 2013-2014 school year.



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

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

*Response:*

- A. We have involved parents in the planning, review, and improvement of the comprehensive schoolwide program plan by . . .

The Jones-Wheat School Improvement Team consists of administrators, teachers, parents, and community members. Stakeholders are notified about meetings via email, newsletters, school marquis, and the school website. During the initial meeting, the committee members review parent and staff surveys to determine how to strengthen parental involvement for the upcoming school year. Feedback is provided from the parent and community representatives concerning better opportunities for involvement in the school. Test data is also reviewed by all stakeholders to help improve the comprehensive schoolwide program plan.

- B. We have developed a parent involvement policy included in our appendices that
- includes strategies to increase parental involvement (such as family literacy services) and communication
  - describes how the school will provide individual student academic assessment results, including an interpretation of those results
  - makes the comprehensive schoolwide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)
  - compacts required – include with policy
  - Parent Involvement checklist included
- (View PI Plan and School Parent Compact in Appendix)

Jones-Wheat Elementary School recognizes that home, school and community involvement is crucial to student achievement. It is very important to make parents aware of their child's academic progress. To achieve this, our faculty and staff are committed to the following parental involvement activities:

- "Meet the Teacher" occurs during pre-planning on the day before school starts. This event provides students and their parents with the opportunity to meet the instructors who will assist them with their learning during the school year.
- Open House takes place within the first month of the school year. Three separate events are held: one for Kindergarten and Pre-K students and parents; one for 1<sup>st</sup> and 2<sup>nd</sup> grade students and parents; and one for 3<sup>rd</sup> and 4<sup>th</sup> grade student and parents. During this event, parents are informed of class rules, expectations for the grade level, and explanations of grading policy. Parents view samples of student work to help them get a better picture of what is involved with a particular grade.
- PTO (Parent Teacher Organization) meetings take place bi-monthly. During these meetings, parents and teachers plan for events to benefit the students. For the 2013-14 school year, more student participation at PTO meetings will be encouraged. (For example, chorus concerts, grade level performances, STEM presentations, etc.) PTO also sponsors annual fundraisers raising funds to help support school-wide projects.
- Family Reading and Math Night involves children reading and working on exciting math





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

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

activities and games with their parents. Math and Reading brochures are provided to parents to help provide helpful tips on how to help make their child successful at school. JWE faculty and staff also prepare a hotdog supper for everyone participating.

- Many parents are involved with volunteering for various school activities. Some of these activities include Accelerated Reader celebrations, fund raisers, carnivals, office help, and volunteering for special classroom projects and activities.
- Gator Grams are sent home bi-weekly to allow communication between teachers and parents about their child's progress. The Gator Gram is a weekly report that includes a student's grades and skills that parents can reinforce at home. Space is provided for comments by teachers and parents. This allows weekly communication between teachers and parents.
- An on-site parent volunteer training will be held at Jones-Wheat during the fall. Dr. Cheryl Guy, the parent involvement coordinator for Decatur County, will conduct the training. This training will allow parents who wish to be a parent volunteer at Jones-Wheat go through the proper steps.
- JWE will implement four on-campus workshops for parents during the 2013-14 school year. These workshops include a Kindergarten Sight Word Make and Take, Math CCGPS Workshop for Grades 1-2, Math CCGPS Workshop for Grades 3-4, and a Math CCGPS Workshop for Kindergarten. More workshops will be scheduled throughout the year as needed.
- Conferences are provided as needed by parent and/or teacher request.
- Workshops are provided through the Family Connections Collaborative, the regional library and the Decatur County Parent Involvement Program to help with various parenting skills from homework help to how to read to your child. The school counselor also offers parents techniques to communicate with teachers, especially during parent/teacher conferences.
- Pre-K holds an annual Grandparent's Luncheon.
- A Pre-K breakfast/meeting will be held in the spring for Pre-K students and parents. This important meeting allows parents to complete registration for Kindergarten. Parents are given important information regarding Kindergarten and each parent is given the opportunity to sign up for a conference to talk to their child's Pre-K teacher to help with the transfer to Kindergarten.
- At Jones-Wheat Elementary we strive to provide a welcoming and nurturing school atmosphere. We have an open-door policy. Parents and other members of the community are welcome at any time.
- A minimum of two mandatory SST (Student Support Team) meetings are scheduled per year. These meetings are for all Tier III students.
- Welcome packets are issued at the beginning of the school year. These packets include student handbooks with school procedures, school-wide behavior plan, physical education policy, and technology policy.
- Utilization of school newsletters, flyers, progress reports, and school website facilitate communication between home and school.



Dr. John D. Barge, State School Superintendent  
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## Georgia Department of Education Title I Schoolwide/School Improvement Plan

- Grade level parent luncheons are set throughout the school year. Parents are also welcome to eat lunch with their child anytime throughout the school year.
- Parent Portal will be used for grades 1 – 4 so parents can access their child's grades from home.

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

*Response:*

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

A wide variety of orientation activities ensure that beginning students have an easy transition from Headstart, private pre-school, and home environments to school. During the initial Pre-K registration, staff members are available to help parents complete documentation requirements. Staff members are also available at this time to answer any questions or concerns regarding the Pre-K program. Jones-Wheat houses three pre-kindergarten classes to help prepare four year-old students for Kindergarten. These 66 slots are filled through an application process, with students being taken on a first-come, first-serve basis. Students in the pre-k classes follow a schedule similar to other students. They eat breakfast and lunch in the cafeteria, as well as attend Music, and Physical Education classes. They follow school rules and are instructed on appropriate behavior for the lunchroom, hallways, and on the playground. A Pre-K orientation is provided at the beginning of the school year to discuss the Pre-K program requirements. At the end of the year, Pre-K teachers conference with parents to discuss the transition from Pre-K to Kindergarten. A Pre-K breakfast for parents and students is offered in the spring to help answer questions regarding the transition to Kindergarten. Administration also helps assist parents with Kindergarten registration forms and addresses any important information regarding the curriculum in Kindergarten.

Kindergarten Screening is held in the spring of each year for students that will be attending Kindergarten in the fall. This is a time when teachers and other school personnel communicate with families about information that is vital to the education of their child. After each child completes the Kindergarten Screening, the principal reviews the results with the parents/guardians of the child. At this time, brochures and a resource packet is provided to the parents/guardians to help prepare their child for Kindergarten in the fall.

The goal of the transition plan for Jones-Wheat fourth graders is to help students feel comfortable, safe, and secure about transitioning to a new school. The band and chorus directors visit Jones-Wheat in May to talk to fourth graders about the programs at the middle school. Teachers also help prepare students by starting students as early as second grade using agenda books to help develop organizational skills. Students and parents are also invited to visit the middle school in the spring and summer.





Dr. John D. Barge, State School Superintendent  
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**Georgia Department of Education**  
**Title I**  
**Schoolwide/School Improvement Plan**

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

*Response:*

A. The ways that we include teachers in decisions regarding use of academic assessment are: Jones-Wheat Elementary School recognizes the importance of teacher input and expertise. Teachers participate in the decision making process regarding the use of academic assessments through the following measures:

- Participation in the system-level benchmark assessments at the end of each nine weeks. Teachers are involved with analyzing benchmark results and identifying research-based strategies/interventions for students that are not meeting the criteria on the benchmark tests.
- Horizontal and Vertical Team meetings allow teachers planning time to focus on school improvement goals. During these meetings data is analyzed and decisions are made on how to improve student performance. These meetings are held monthly.
- The School Improvement Team is responsible for the implementation and monitoring the process of the goals and strategies that are set in the School Improvement Plan.

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

*Response:*

A. This component requires a description of how the school will implement the programs listed above, a description of how Title I resources and other resources will be coordinated to support student achievement goals in the school improvement plan, and a listing of all state and federal programs consolidated in the school wide plan.

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

Jones-Wheat Elementary will coordinate Title I with federal, state, and locally funded programs including but not limited to: English Learners Program, Migrant Education, Early Intervention Program, Response to Intervention, Special Education, School Social Workers, Homeless Liaison, PreK, Head Start, 21<sup>st</sup> Century, PTO Organizations, Adult Education, Parent Engagement and Family Literacy. Title I funds will be used to enhance the overall academic experience for all students in all programs. The coordination at the school level will focus on students who did not meet target requirements in (subject(s) areas). Those subgroups will be targeted to help increase overall student achievement.

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

Title I funds will be used to enhance standards based instruction, CCGPS implementation, the intervention process, and professional learning in identified areas. Students in subgroups



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

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

identified in the needs assessment, who are not meeting standards or who are at risk of not meeting standards will be involved in the RTI process. To assist students who fall in these categories, Jones-Wheat Elementary will use feedback, assessment, and differentiation to support and adjust instruction as necessary. Title I funds will also be used to fund the following:

- Employ four highly qualified paraprofessionals and two highly qualified teachers to assist working with students in small intervention groups and in classrooms.
- Employ three academic coaches to target reading, math, and science content areas. Coaches will work to provide assistance with the identification of students, provision of instructional strategies with teachers, and a collaborative effort to ensure that academic curriculum remains rigorous.
- Extend professional learning activities related to examining student work
- Extend professional learning on standards based classroom using PD 360 / OBS 360
- Increase parental engagement through school and county parental workshops that will assist parents in helping their student achieve in the classroom. Workshops that have already been scheduled for the 2013-14 school year include a Kindergarten Sight Word Make and Take, Math CCGPS Workshop for Grades 1-2, Math CCGPS Workshop for Grades 3-4, and a Math CCGPS Workshop for Kindergarten.
- Increase parent communication through the provision of agendas, weekly newsletters, and bi-weekly Gator Grams (Progress Reports)
- Title I funds will be used to supplement other state and local funds to purchase more computers and software in Jones-Wheat Elementary classrooms. Technology purchases will be focused on research-based programs and hardware to further engage students in learning while meeting the diverse learning styles of students.
- Title I-C funds will be used to provide instructional support to Migrant students. Title II funds will be used in the district for professional learning and class size reduction. Title III funds will be used to provide supplemental supplies and services to our EL students. State and federal funds (IDEA and VI-B) will be used to pay for the excess costs of providing special education and related services, including instructional salaries, materials, equipment and professional learning, for children with disabilities. Homeless students will also be provided the assurance of a fair and equitable education.

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.

The Federal Programs Director will continue to work to ensure that all Title I programs are integrated and do not conflict with other federal programs and laws. Where applicable, this plan was developed in coordination with federal laws and programs including but not limited to 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.



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

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

\*9. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:

Classroom teachers will make assignment to EIP classes based on spring test result and parents will be informed of the services provided by the Early Intervention Program. In addition, Title I funds will assist teachers in providing differentiated instruction and small group instruction to meet individual student needs. Parents will be made aware of both EIP and Title I programs at the beginning of the school year at parent meetings.

Teachers are also required to submit failing lists to the administration every 4 ½ weeks. Data is reviewed by the administration and grade level teams during monthly scheduled A3 dates. A3 is a computer data system allowing teachers to document interventions and progress monitoring on students who are at-risk. The administration and grade level teams review student data and determine what interventions need to be put in place for students who are struggling.

Interventions are implemented in a timely manner and with fidelity. The team continues to monitor progress on each child's performance throughout the school year.

9(a). Measures to ensure that student difficulties are identified on a timely basis.

Throughout the year, teachers will continue to assess student progress using a myriad of data sources. Plans will be made at PLC meetings, parent conferences, and SST meetings on ways to address the needs of at-risk learners. Frequent monitoring of SST, IEPs and 504 ensures Free Appropriate Public Education for all students. Training for teachers is provided to assist them in identifying instructional strategies to be utilized with 504, EL, migrant, and homeless students. 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:

- Classroom teachers will make assignment to EIP classes based on spring test result and parents will be informed of the services provided by the Early Intervention Program. In addition, Title 1 funds will assess teachers in providing differentiated instruction and small group instruction to meet individual student needs. Parents will be made aware of both EIP and Title 1 programs at the beginning of the school year at parent meetings.
- In August, teachers analyze student data from 2012-13 to determine which students need 21<sup>st</sup> Century after-school services. After-school criteria will be set to ensure every student who needs assistance will be selected. Chosen students will take parent notification letters home for parent approval. Parents must also complete a parent/teacher conference before their child can attend the after-school program. The conference will allow teachers to review the goals and criteria of the program. It will also allow parents to ask any questions regarding the curriculum or procedures for the after-school program. After-school services will be provided for grades 1 – 4.
- Pyramid of Interventions is implemented closely using the following interventions, assessments, and progress monitoring:
  - Tier I: Standards-Based Classroom Learning
    - Georgia Performance Standards



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

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

- Differentiated Activities
  - Small and Large Groups (Flexible Instruction)
  - Core Reading and Math Programs
  - Diagnostic Assessments
  - Research Based Assessments (DIBELS, STAR Reading, iKNOW Math)
  - School Wide Discipline Plan
  - Parent Communication (Gator Grams, Newsletters, Conferences, etc.)
- Tier II: Needs-Based Learning
- Areas of Concerns are created
  - Interventions Implemented (Research-Based)
  - Progress Monitoring Checks at every 2 – 4 week intervals
  - Parent Conference
  - Observations Made and Entered into A3
- Tier III: SST – Driven Learning
- New Interventions implemented or increase frequency and duration of intervention for a minimum of 4 weeks.
  - Implement SST Intervention Plan
  - Participate in a minimum of 2 SST meetings
  - Collect Work Samples
  - Update all documentation in A3
- Academic progress monitoring of all students using benchmark assessments, weekly progress reports, report cards, CRCT results and writing assessments.
  - Behavior plans/contracts implemented for low performing students with behavior concerns. These behavior plans are implemented to help minimize behavior problems so students can focus on learning.
  - Parent conferences and SST meetings to assist parents and provide support in helping their children reach academic potential.
  - Disaggregated test data from benchmark assessments and standardized tests for data-driven instruction
  - Math Intervention Plan – Teachers in Kindergarten – 4<sup>th</sup> grade will implement an additional 15 minute intervention time for students who are at-risk in math. This intervention time will take place the first 15 minutes of enrichment on Tuesday, Wednesday, and Thursdays.
  - Language Arts Intervention Plan – Teachers in Grades 1-2 will implement an additional 15 minute intervention time for students who are at-risk in Language Arts. This intervention time will take place during the scheduled Accelerated Reader time.
  - PD360 trainings along with Professional Learning Communities will be scheduled for teachers throughout the year. These opportunities will allow teachers to stay abreast of the latest research-based interventions and teaching strategies for best practices.



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

## 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.

Teachers at each grade level have common planning time. During this time, teachers use county-wide course maps to plan and guide classroom instruction. Teachers also use benchmark assessments to determine mastery of the CCGPS. Teachers receive ongoing training on how to use the disaggregated data from the benchmark assessments. Teachers also attend scheduled benchmark data analysis meetings with academic coaches to receive teaching strategies to help improve academic performance. In addition, teachers receive trainings on the State Longitudinal Data System (SLDS) to help them make data-informed decisions to improve student learning and outcomes; as well as to facilitate research to increase student achievement and close achievement gaps. A3 support meetings are scheduled monthly with each grade level, the administration, and school counselor. The A3 support meetings are vital to consistently provide data analysis on students who are at-risk. The administration also conducts classroom walk-throughs throughout the school year. These walk-throughs allow the administration to provide appropriate assistance for identified difficulties through PD 360 and OBS 360. The Professional Learning Community "Examining Student Work" was established during the 2012-13 school year and will continue during the 2013-14 school year. This learning community is helping to have more consistent grading among grade levels and allowing teachers discussion on how to teach more uniformly.

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

Parents are involved in their children's progress through bi-weekly Gator Grams, daily agenda books, grade reports, SST meetings, and parent conferences. At the beginning of the year during Open House, parents are invited to attend grade level presentations detailing each grade level's expectations and how parents can help their child at home. Parents are also explained that at Jones-Wheat there is an open door policy allowing parents to come at any time to check on their child's school performance. Parents are contacted through phone calls, Gator Grams, and teacher notes if a parent conference is needed anytime throughout the school year. Teachers document any parent meetings in A3. The school counselor also documents SST and 504 meetings in A3.

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

Assessment results, such as CRCT, State Writing Assessments, and benchmark exams, are sent home by students to parents with a request to contact teachers if they have questions or concerns regarding the results. Assessment results are also shared with parents through the following means:

- Parent Conferences
- SST Meetings
- Report Cards (Every 9-Weeks)
- Gator Grams (Includes Progress Reports and Weekly Assessments)



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

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

- 9-Week Benchmark Test Results Letter
- State-wide Assessments (CRCT, 3<sup>rd</sup> Grade Writing Assessment, GKIDS)
- Decatur County Instructional Assessment (DCIA) Results Letter
- Data Bulletin Boards / Charts (School-Wide Test Data)
- School Council Meetings (School-Wide Test Data)
- ACCESS scores are sent by the EL teacher and notification of services are made
- Parent Portal is available for parents to access student grade and attendance information
- PTO Meetings
- Intervention Letters (Notifying parents if student is receiving interventions)

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

Teachers administer tests that are mandated by the county as well as the state. All tests are governed by the same testing procedures that are outlined by the county testing coordinator and carried out by the school test coordinator. Both county and state test are used in collecting data to raise student achievement. Classroom exams and benchmark exams are analyzed often using Eudsoft to disaggregate data. State assessment data are downloaded by District Test Coordinator and Assistant Superintendent for Curriculum and are loaded to Infinite Campus and are put into spreadsheets with filters/subtotals/freeze panes so they can be manipulated by leaders, support and instructional staff. Academic coaches provide additional assistance in data reports and reviews. As noted earlier, training on the use of reports from Edusoft, READ 180, E2020, Rosetta Stone, iPass, My Reading Coach, OBS 360, and other software has been provided (use programs that are applicable). State and local scores are disaggregated at the state, county and school levels. These scores are used to help improve instructional, student achievement, and the curriculum. The State Longitudinal Data System (SLDS) is also utilized as a tool for ongoing analysis of data by system leaders, building leaders, and individual teachers.

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

The statistical validity and reliability of state assessments are maintained by the Georgia Department of Education. (Counselors, school test coordinators) meet with teachers and staff to train on test security and administration in order to ensure that testing results will be representative of student learning. Test data is maintained in a database format as well as in spreadsheets in order to keep data shared between schools and the central office as secure as possible. Teachers and staff are continuously trained for each test to make sure that the results are statistically valid and reliable. All administration, storage, and coding procedures will be followed to insure test security and proper administration of the test. Test data will be handled in a confidential manner at the system and school levels. When assessment results are received they are analyzed to ensure that coding is accurate and that students are identified in the correct subgroups.





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

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

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

Annual State and Local Assessment and Balanced Scorecard data is presented to the local Board of Education and shared with the local media simultaneously. This information is shared with stakeholders annually at the beginning of the school year and links are posted to the school and Decatur County website. Parents are notified annually of a school's academic status based on state accountability criteria by a letter in the student handbook. Parents are also provided information on attendance, state and local assessments, and balanced score card data at School Improvement Sessions and parent meetings throughout the year.

**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.**

Jones-Wheat Elementary revises its plan annually so that continuous improvement can be made at the school. The plan for the 2013-14 school year was created using data from 2012-13. Teachers and parents were a part of creating the school wide plan. This plan was reviewed by all faculty members and will be submitted to the Federal Programs Director. This plan will continue to be reviewed throughout the school year and revised on as needed basis.

**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).**

The Jones-Wheat Elementary School plan has been developed with the involvement of community and internal stakeholders and has been vetted with a larger group of the same.

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

A copy of the plan will be on file with the Federal Programs Director and will be housed in the Parent Resource Center located at the Decatur County Student Support Center. In addition, a hard copy of the plan for public review will be available at each individual school parent resource center, in the front office, at any PTO meeting or parent event, and on-line through a link to our website.

**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.**

Translated documents will be provided upon parent request. A copy of the translated document may be reviewed at the school parent resource center. All documents posted to the website are available for translation into other languages.



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

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

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

This plan is subject to the school improvement provisions of Section 1116 of NCLB. State academic assessments and other indicators are used to annually review the progress of the school to determine whether adequate yearly progress is being made.