



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

Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

School Name: Pearl Stephens Elementary School	
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Planning Committee Members:
Pearl Stephens Elementary School

NAME	POSITION/ROLE
Melissa Osburn	3 rd Grade Teacher
Cathi Selph	3 rd Grade GTE Teacher
Caroline Adams	4 th Grade GTE Teacher
Candice Harvey	4 th Grade Teacher
Brittany Strait	5 th Grade Teacher
Caroline Randall	5 th Grade GTE Teacher
Sylvia Mitchell	EIP Reading
Aree Byrd	Interrelated Special Education Teacher
Alicia Denk	SI/PID Special Education Teacher
Brette Callaway	Media Specialist
Patrica Rouse	Counselor
Jason Pinkney	Assistant Principal of Discipline
Gloria Smith	Assistant Principal of Instruction
Amanda Brantley	Principal
Jennifer Birdsong	Central Office Representative, Director of Federal Programs



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SWP Components

INTRODUCTION

This school year, Linwood Elementary @ C.B. Watson Primary and Pearl Stephens Elementary merged faculty and students. Linwood Elementary School formerly a Department of Defense Dependent School. When land around Robins Air Force Base was privatized, the school and 11 acres surrounding the school were acquired by the Houston County Board of Education. Linwood Elementary School officially became a Houston County public school on July 1, 2001.

The main structure of the old Linwood school was built in 1963, with an additional wing built in 1965. An art, music, and physical education complex was constructed in 1995. When Linwood became a Houston County school, some renovation occurred. This included totally remodeling the kitchen, painting and carpeting the office complex and several classrooms, touch-up painting in halls and classrooms, and major work on the heating and air-conditioning system.

The newly renovated Linwood Elementary was named Pearl Stephens Elementary School last school year. It opened July 7th, 2014 and currently serves approximately **400-420** students in grades third through fifth grades. Additionally, Pearl Stephens is an ESOL cluster school with approximately 35-50 ESOL students served with an ESOL support teacher. Migrant education students are provided resources from a migrant education liaison. Pearl Stephens has one interrelated resource class and two self-contained special education classes. One speech therapist is assigned to the school. One EIP reading teacher serves grades 3-5, and one EIP math teacher serves grades 3-5.

Pearl Stephens Elementary's student population consists of 35% African-American, 38% Caucasian, 14% Hispanic, and 13% other. The free/reduced lunch percentage is 94%. **Approximately 50%** of our families are associated with the United States military and reside in the privatized housing areas surrounding the school or on Robins Air Force Base. The remaining 32% are from low income housing areas.

The mission of Pearl Stephens Elementary School is to provide a quality learning community by providing resources and support where WARRIOR students become confident life-long learners.

The vision of Pearl Stephens Elementary School is to inspire, engage, and develop our high achieving WARRIORS to meet and exceed all state standards.



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Response:

A. Pearl Stephens has developed a school-wide plan with the participation of individuals who will carry out the comprehensive school-wide/school improvement program plan. Pearl Stephens Elementary has one school improvement committee that meets monthly or bi-monthly throughout the school year. The school improvement committees is the Better Seeking Team. The BST committee is comprised of grade level and instructional support teacher representatives and administrators. The school counselor and the media specialist are also assigned to the BST team. Faculty meets weekly every Wednesday morning for professional development. Faculty members use the School Improvement Plan to guide weekly discussions and topics to address. School Council parent members also give input based on school data shared at school council meetings. The Title I Action Team solicits parent members to give input. Committee members analyze school improvement goals, Title I requirements, standardized testing data, formative assessment data, parent involvement, behavior management, teaching and learning professional learning goals, and operational processes for school safety. The current school-wide plan was updated in August 2014. Pearl Stephens believes in a comprehensive analysis approach that involves all teachers and not just one committee of teachers giving input about school goals; therefore, all certified staff members are involved in the comprehensive needs analysis as they serve on the school improvement committees. As the BST committee and faculty meetings are held throughout the school year, meeting notes are e-mailed to all staff members to keep staff abreast of discussion topics for each meeting. Meeting notes are also filed on the Pearl Stephens Elementary Sharepoint portal for recordkeeping purposes. School council minutes are posted on the school webpage to document school-wide/school improvement topics discussed and shared with parents.

B. Pearl Stephens has used the following instruments, procedures, or processes to obtain this information:

Pearl Stephens Elementary uses the BST team meet each month to analyze data throughout the school year. Data charts will be created at the end of September 2014. Substitutes are provided for all teachers in May to allow each team to meet for a full day and analyze all summative school data, resources available and needed, instructional processes, and professional learning. Team members brainstorm and collaborated on goals and strategies for the upcoming school year. The summative data is analyzed each year to make decisions about strategies to be implemented for student support. Some of the data analyzed includes CRCT data for the year, reading and math benchmark data, Title I Parent Satisfaction Survey data, state writing scores, school discipline data, yearly attendance data, and HCLI reading data. Summative CRCT, writing and parent survey data is shared with all school council members and input is solicited on ways to improve parent support of the school's achievement goals.

Below is a description of instruments, procedures and processes used to obtain needs assessment information from May 2014-August 2014:

The "newly" merged Pearl Stephens Elementary met in May 2014 to build our new community. The following topics were discussed and created during the first faculty meeting:



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- Mission and Vision of the “new” Pearl Stephens
- Warrior Positive Behavior Intervention System (Warrior Bucks)
- Schoolwide calendar of events
- Technology devices to purchase
- Professional development needs for 2014-2015
- Creating and writing Warrior PBIS posters to display throughout the school in different areas (gym, restroom, cafeteria, classroom, hallways, bus)

It was noted after reviewing the latest April 2014 CRCT data that an intervention teacher would be added to the faculty to closely work with Tier 2 & 3 students. During the June and July, grade level CRCT data was provided to teachers during their summer collaborative planning. Pearl Stephens Elementary teachers worked on instructional focus calendars based on the CRCT April 2014 data and the new merged data for both schools. Grade level teams were able to determine areas of strengths and areas of opportunities. In July, during additional collaborative planning, every grade level wrote SMART Goals for the areas of improvement in Math, Science, and Social Studies. Pearl Stephens teachers will collaborate three times a month with a focus on discussing effective math strategies. Pearl Stephens Elementary teachers will continue using the 8-Step Process tutorials and enrichments to meet students’ learning needs based on weekly assessments. This will be called Warrior Time. Classworks program will be used as the school’s universal screener. It will be administered three times a year.

The new BST Pearl Stephens members met on July 28th, to review all edited and revised school improvement plan goals and actions.

PSE BST committee members suggested a continuation or addition of all strategies recommended above in May 2014. Modifications to these strategies include the following:

- Weekly faculty meetings
- Block scheduling to include Math, Science and Social Studies integration throughout the school day
- Effective use of our new Intervention Teacher

BST Committee members recommended allocating additional Title I funds to begin after school tutoring earlier in the school year and have Saturday School during the month of March. Committee members also recommended that grades 3-5 should rotate Warrior Time tutorials and enrichment in both math, science and social studies.

C. Pearl Stephens BST committee members have taken into account the needs of migrant children. Committee members continuously analyze data on subgroups such as ELL and migrant students to identify needs of these students. Pearl Stephens serves migrant and ELL students with a county assigned migrant paraprofessional and school assigned ELL teacher. CRCT pass rates and failures are analyzed to determine the number of migrant students that may need ELL and EIP services. Committee members also project the number of ELL or migrant host classrooms that will be needed for the next



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school year in each grade. During the first day of pre-planning, a master schedule meeting is held with the ELL teacher, special education teacher, the EIP teachers, the principal and the assistant principal for instruction. The support teachers and administrators ensure that all students are assigned to a classroom in which they will receive services based on state guidelines. The support teachers and administrators also make sure that all instructional support teachers have an adequate number of segments per day to ensure that students are served in the lowest possible numbers per segment so that their instructional needs are met. The ELL teacher and the ELL host teachers communicate with the migrant education paraprofessional to correctly identify students and schedule appropriate times for the migrant teacher to come in classrooms and serve migrant students.

D. Pearl Stephens Elementary BST committee members have reflected on current achievement data that will help the school understand the subject and skills in which teaching and learning will need to be improved. Better Seeking Team members attended the Houston County Leadership Summit on May 30, 2014, an informative session on the use of STEM and the new Student Growth Model. The charts below outline the merged scores from Linwood and the "old" Pearl Stephens CRCT reading, language arts, math, science and social studies data.

THE "NEW" PEARL STEPHENS CRCT Scores combined from LWES & PSE

	READING	ELA	MATH	SCIENCE	SS
4TH	89%	86%	76%	74%	88%
SYSTEM	95%	92%	87%	86%	86%
STATE	94%	89%	82%	81%	81%
5TH	92%	82%	80%	73%	70%
SYSTEM	97%	96%	91%	89%	88%
STATE	95%	95%	88%	82%	81%

CRCT System/State Difference with the "NEW" PEARL STEPHENS

	READING	ELA	MATH	SCIENCE	SS
4TH	-6	-6	-11	-12	+1
5TH	-5	-14	-11	-16	-18



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Pearl Stephens Elementary teachers will use other instructional and teaching strategies. Pearl Stephens teachers will...

- Implement math number talks during the math block in each classroom;
- Continue the after-school tutorial program for grades 3-5;
- Use Intervention Teacher with Tier 2 & 3 students daily;
- Continue participation in STARBASE Robins for fifth grade:
STARBASE Robins provides hands-on science, math, technology, and problem solving designed for at-risk students. The students attend the program one day per week for five weeks at the Century of Flight Hangar in the Museum of Aviation at Robins Air Force Base;
- All teachers will participate in ongoing professional development training for ELA & math county collaboration;
- Focus on benchmark mastery at each grade level; and
- Develop and implement intervention strategies for students struggling in math.
- Provide Saturday School for 3rd-5th grade

After researching and analyzing the data, these three areas were identified to support the pursuit of our goal of improving student achievement in math, science and social studies: Parent and Community Involvement, Professional Development, and School-wide Positive Behavior Intervention Support.

Parent and Community Involvement:

Pearl Stephens Elementary's goal is to give families more learning experiences so that our students will gain academic success. We want to work together with parents and community members to build a supportive learning environment for our students. Strategies to be used to reach this goal include the following:

- Convening an initial annual meeting for parents to explain Title I;
- Offering convenient meeting times for parents to share experiences, brainstorm ideas to involve more parents, and participate in decisions about the education of their children;
- Involving parents in planning, reviewing, and improving our school program during our school council meetings;
- Implementing a school-parent compact which describes how our school, our parents, and our students will share responsibility for ensuring student achievement. This compact will be sent home with all Pearl Stephens students, signed by all stakeholders, and kept in the student's permanent records;
- Giving parents information about our program, the school curriculum, and any assessments used to measure student achievement;
- Providing resources to parents to help them help their children on academics at home;
- Providing staff development to help teachers, principals, and other staff members work effectively with parents;



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- Providing parent workshops on topics that parents identify as needs from our Title I Parent Surveys;
- Continuing the Military Child Initiative plan through the National Network Partnership for Schools to address the six keys to involvement: parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community
- Involving parents in the Pearl Stephens School Council;
- Using the BST committee to monitor parent participation and involvement; and
- Conducting Math, Science, Social Studies, and Specials PACT (Parent and Child Together) Times throughout the year to allow parents the opportunity to interact with their child in the classroom setting during the school day.
- Conduct Parent Math & ELL nights by grade level and/or class

Another goal of Pearl Stephens Elementary is to employ a skilled and knowledgeable parent involvement coordinator whose purpose is to act as a liaison between the school, community agencies, and families. This job entails a number of duties, and thus requires a dedicated and very knowledgeable person. The duties include, but are not limited to the following:

- Helping families access services in the community;
- Keeping close communication with parents and teachers;
- Assisting in planning high-interest family activities;
- Contacting businesses and/or churches for volunteers and mentors;
- Helping coordinate parent volunteers;
- Working with teachers to develop a community resource book of programs, guest speakers, field trips, etc;
- Planning family and community involvement events;
- Conducting off site or neighborhood parent and community workshops;
- Serving on the Title I Action committee to assist in implementing the six keys to involvement;
- Attending Pearl Stephens School Council meetings to ensure important Title I information is shared with school council members and other stakeholders;
- Ensuring that communication flyers are sent home to parents in a timely manner;
- Documenting parent participation for all parent events;
- Keeping updated records of all Title I required documents in the Pearl Stephens Elementary Title I notebook; and
- Attending county parent involvement meetings to stay abreast of Title I requirements and guidelines.

We also have a room in our school that is designated as the Volunteer Room. In this room, parents and community volunteers meet together to share ideas and discuss the school's program. Parent resource materials are also housed in the Parent Volunteer Room.

Professional Development



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Pearl Stephens Elementary also focuses on how teachers learn and what resources they need in order to Improve/increase academic achievement. We also want to ensure that teachers are able to integrate science and social studies into the curriculum to improve student achievement. The faculty and staff of Pearl Stephens realized that we are new faculty and we need time to learn each other strengths by collaborating more frequently. Weekly faculty meetings will provide professional learning opportunities to address actions in our School Improvement Plan. Additionally, all certified staff will attend ELA and Math monthly collaborations with their grade level teams.

Behavior Management:

Pearl Stephens Elementary believes that in order for students to achieve academic success, a school climate of mutual respect, high expectations, and school pride must exist. Our primary goal is to provide quality instruction within a positive learning environment. Therefore, a school behavior management plan has been implemented since the new Pearl Stephens Elementary opened in August 2014. The behavior management plan was revised in June 2014 so that there would be school wide consistency in classroom management plans. All classroom management plans consist of four levels of consequences. The school wide plan consists of time out in another classroom and in-school suspension when referred to the office. Our school behavior management plan is intended to promote self-confidence, fairness, responsibility, human value, and self-management. We believe each student has the final responsibility for his/her behavior and should be held accountable for the consequences of his/her behavior. Each student is expected to act appropriately at all times and in every area on the school campus. We will teach students they have choices with options and consequences, and they need to choose behaviors that are in the best interest of themselves and others. Our behavior management plan will provide safety and security for each child during the school day.

The behavior management plan will be included in the Pearl Stephens student handbook. We encourage parents to continually review the plan with their children. Parental support in helping to implement this program will ensure a safe and healthy learning environment for all our students. The Pearl Stephens administrators will conduct two schoolwide behavior talks with each grade level at the beginning and the middle of each school year. The behavior talks will be used to communicate schoolwide behavioral expectations and making good choices. A bullying plan was implemented in August 2014 to align with state regulations for educating students, parents, and teachers about bullying prevention. This bullying protocol is also described in the behavior management section of the Pearl Stephens student handbook.

Pearl Stephens Elementary is committed to a high standard of excellence to ensure that our students receive the very best education. In order to accomplish this, it is essential for students, parents, and the school staff to work closely together in a relationship characterized by mutual respect. We have offered the following guidelines to help parents ensure their children's academic success:

- Check your child's agenda each day for any correspondence sent home from the school. You may also use the agenda to communicate with the teacher.
- See that your child attends school regularly and on time.



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- Help your child become organized and responsible for classwork and homework. Have a specific place for papers and home/school communications.
- Examine carefully the graded papers sent home on Wednesdays. Sign and return.
- Provide a time and place each evening for quiet study and/or reading at home.
- Stay informed about your child's progress. Be knowledgeable of his/her strengths and weaknesses both academically and socially. Set high, yet realistic, expectations for your child.
- Spend time talking with your child. Ask about his/her day and special events at school.
- Show support for your child and the school by attending conferences and school activities and by communicating regularly with your child's teacher.
- Ensure that your child has an adequate amount of sleep each day.
- Provide your child with a healthy, nutritious breakfast.
- Support the school's efforts in maintaining a positive learning environment.
- Give your child four A's each day: Acceptance, Affection, Approval, and Appreciation!

In order for Pearl Stephens Elementary to provide an atmosphere conducive to academic success and achievement, the following strategies will be used:

1. Teachers will be trained to implement behavior management strategies, enabling them to create environments in their classrooms which help students to grow both socially and academically. Many discipline problems occurring in the classroom can be prevented through effective planning. Management and planning lead to fewer discipline problems and increased student achievement.

2. Classroom management and discipline books will be available to assist teachers in refining their existing skills. Examples include the following:

- *The First Days of School: How to Be an Effective Teacher* by Harry Wong
- *Positive Discipline in the Classroom: Developing Mutual Respect, Cooperation, and Responsibility in Your Classroom* by Jane Nelson
- *Cooperative Discipline* by Linda Albert
- *The Self Control Classroom: Understanding and Managing the Disruptive Behavior of all Students, Including Those with ADHD* by James Levin and John M. Shanken-Kaye
- *Classroom Management that Works* by Robert Marzano

3. Teachers will be provided with resources such as books and videos to teach character traits.

Examples include the following:

- *Educating for Character: How Our Schools Can Teach Respect and Responsibility* by Thomas Lickona
- *Developing Character in Students* by Dr. Philip Vincent

4. BST members will have monthly discussion groups to discuss behavior management strategies that are effective with different students. They will also participate in book studies on behavior management and will redeliver training to staff each year to support behavior management and discipline.

5. The counselor will provide on-going classroom guidance instruction to help assist with school wide discipline. Classroom guidance is a preventive program of lessons focused on arming students with skills needed to handle problems before they occur. Strategies in conflict resolution, positive self-



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concept, handling bullying and peer pressure are taught to all students using age-appropriate lessons. The counselor works with individuals and groups to supplement the discipline plan. Teachers wishing to try a counseling approach before an office referral is made can refer the student to the counselor. A brief explanation of the problem is written on an informal counselor's referral and sent to the counselor. The counselor will meet with the student and provide suggestions of positive ways to deal with problems. For habitual rule violators, small group support is offered. Groups meet once a week for approximately six weeks for intense behavior modification strategies. Students will be placed on individual behavior plans and earn rewards for appropriate behavior each week. The school counselor will gain feedback monthly from BST committee members on students growth or needs improvement with behavior.

6. Pearl Stephens teachers will be trained on implementing Tier 2 behavior interventions for students who continuously exhibit inappropriate behaviors.

7. All staff will be trained on state bullying laws, and a school-wide protocol will be used to address bullying issues.

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

- Economically disadvantaged students . . .
- Students from Major racial and ethnic groups . . .
- Students with disabilities . . .
- Students with limited English proficiency . . .

Committee members gave input to base the school-wide 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 content standards to include all subgroups. Pearl Stephens Better Seeking Team committee met in July 2014 to review available academic assessment data and current school-wide interventions and support. Targets for students with disabilities have been increased to show the goal of closing achievement gaps to ensure less than ten points between "All" students and students with disabilities. Addressing the needs of students with disabilities and ELL students will continue to be an academic focus since closing achievement gaps for these groups is also a state priority.

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

- The major strengths we found in our program were . . .
(Reading & Writing Workshops)
- The major needs we discovered were Math in 3rd grade and CRCT scores in Reading, Science, Social Studies, and Writing Test scores in 5th grade have decreased.
- The needs we will address are immersing Science and Social Studies in all grade levels throughout the instructional day and parent activities. Third and fourth grade teachers will analyze the Warrior ER Math assessments results more frequently to reteach and remediate students with a 3rd math standard.
- The specific academic needs of those students that are to be addressed in the schoolwide



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program plan will be through our Warrior ER weekly remediate and enrichment groups on Fridays.

- The ROOTCAUSE/s that we discovered for each of the needs were behavior of 5th graders, SWD in 3rd and 5th grade were the root causes of the CRCT scores decreasing. Also, another root cause for the Reading, Science, Social Studies CRCT was administered was two of the ELL 5th graders arrived two weeks before the CRCT was administered.

School data has helped Pearl Stephens committee members reach conclusions regarding achievement or other related data:

The major strengths found in Pearl Stephens programs are math and reading overall The instructional framework model used in all classrooms for reading, writing, and math allows teachers to target struggling learners through small group and differentiated instruction. The major needs identified are math, science, and social studies.

Pearl Stephens teachers will address all subgroup gaps. Students will be targeted in tutoring programs during the day and after school. The ELL teacher’s schedule will be planned to maximize instructional time provided to serve ELL students by ensuring that there are six to seven instructional segments based on the number of students to be served school-wide.

The root causes discovered for each of the needs are high mobility, language barriers, lack of strong vocabulary and background knowledge, lack of attendance in tutoring for some students due to transportation barriers or parent support, lack of materials and resources in the home, and cultural differences and perceptions of the role of parents and the school. Pearl Stephens teachers will work to make home visits to lower-income students’ homes a priority each year in order to help bridge the gap between home and school.

G. The measurable goals/benchmarks we have established to address the needs based on FY14-15 performance targets of meets and exceeds on the new Georgia Milestone Assessment Program System (GMAPS).

	Math	Science	Social Studies
3 rd	82%	80%	90%
4 th	88%	87%	90%
5 th	86%	84%	90%

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



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

Response:

Mike Schmoker, author of *Results Now*, remarks that "The single greatest determinant of learning is not socioeconomic factors or funding levels. It is instruction." It is the utilization of research-based best practices that drives the learning that takes place during the regular school day and in supplemental services to meet the needs of at-risk students. Four of the primary elements of best practices are the use of small-group activities, authentic experiences, reflective assessment, and use of the workshop model in teaching (Zemelman, Daniels, & Hyde, 2005).

Daily instruction is standards-based. Teachers work to clearly articulate the standard in teaching and to also correlate the standard to an essential question for each lesson delivery. By articulating and posting the standard, as well as the essential question, students know what is expected and teachers can assess when students have a clear mastery of the standard addressed and when remediation and/or acceleration is appropriate. Use of the essential question in lesson delivery also allows students to approach learning at a higher level of thinking. Essential Questions, written at a higher level of Bloom's Taxonomy, are designed to increase students' higher order thinking skills. By using higher order levels, such as Analysis and Evaluation, students become responsible in constructing their own ideas and systems. Students "need encouragement to reflect, to share their emerging ideas and hypotheses with others, to have their errors and temporary understandings respected" (Zemelman, Daniels, & Hyde, 2005). This risk-free learning environment where students are encouraged to develop greater understanding and ownership in the learning process is created within the tutoring sessions and beyond.

Standards-based learning also uses an instructional framework, or workshop approach, in the delivery of the lesson. The instructional framework consists of a mini-lesson, work session and closure. During the work session, teachers have an opportunity to work in small groups in order to address individual needs of students. Teachers address and give direct instruction aligned to the specified Common Core Georgia Performance Standard and correlated essential question during the mini-lesson. They then have an opportunity to work individually with students at a pace befitting remediation and/or acceleration during the work session, before readdressing the standard in the closure of the lesson and quickly assessing students' mastery of the standard by returning to the essential question.

The practice of using small groups to maximize differentiated instruction opportunities during the lesson and particularly during the work session of the instructional framework is discussed by Robert Marzano in the book *Classroom Instruction that Works*. Marzano discusses the importance of flexible cooperative grouping as part of differentiated instruction. Small groups "can be used to clarify expectations for tasks, focus students' attention, allow students time to more deeply process information, or to provide time for closure." Marzano supports the cooperative flexible grouping practice of differentiated instruction with numerous research studies, each showing a twenty percent gain in student achievement for students placed in such groups.

Differentiated instruction is maximized by identifying student needs through the use of frequent common assessments. The use of frequent assessments allows for flexibility with the small



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

group settings, strategy grouping students based on area of need as identified through diagnostic testing. Frequent common assessments allow for each student to become an engaged learner, enabling the teacher to give feedback and allowing "the learner to adjust what he or she is doing in order to get better" (Davies, 2000). Diagnostic testing allows teachers to target specific strengths and weaknesses in identified students and to plan for instruction to meet those needs. Frequent common assessments demands that teachers spend less time grading at the end of learning and more time helping students with their learning along the way, the primary goal of each and every tutoring session.

One of the technologies utilized as an intervention is Classworks. Classworks individualizes instruction for each student based on prior performance on standardized tests and also allows teachers to assign tasks specific to student need. The Classworks modules tailor learning to the needs of the students, adjusting the rate and speed of activities and remediating concepts when students are unsuccessful on end quizzes. Classworks is an interactive programs. Both programs allow for teachers to track student progress and adjust the applications that students receive based on their level of performance.

Classworks' developed activities employ the Rigor/Relevance framework, a tool developed by the International Center for Leadership in Education (Curriculum Advantage, 2009). As a Title I School the concept of Rigor, Relevance, and Relationships is used in its approach to learning each day. The Rigor/Relevance framework examines curriculum, instruction, and assessment (Rigor, Relevance, Relationships, 2009). The Knowledge Taxonomy employs Bloom's Taxonomy (rigor), while the second continuum, the Application Model, describes putting knowledge to action (relevance). Where levels of Bloom's Taxonomy crosses levels of the Application Model, four quadrants are created to describe student learning and also serve as a measurement tool for teachers to assure that the instructional strategies employed in the classroom are meeting learner needs. The developed model is in a language common to parents and the community and can be shared with students and parents easily (relationships).

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 that Pearl Stephens will address the needs of all students in the school, particularly the needs of students furthest away from demonstrating proficiency related to the state's academic content and student academic achievement data are as follows:

Our school improvement goals are to improve student achievement in reading, language arts, writing, math, science and social studies. Resources will be provided to teachers which will include mentor texts for reading and writing lessons. Math manipulatives will also provided to teachers to use in the classroom to teach math instructional strategies for all types of learners. SMART Charts book will be purchased for all teachers to help create anchor charts that include strategies in math, science, and social studies. Student magazine subscriptions will be purchased to help teachers integrate the reading standards and immerse the science and socials studies



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standards using the magazine articles. Teachers will also be given data analysis and curriculum revision release time for grade level teachers to collaborate with grade level teachers to plan lessons, preview upcoming units, select new mentor texts to support upcoming minilessons, gather math manipulatives to use for upcoming units, preview upcoming science and social studies standards, and finally analyze student work from pre/post assessments from Warrior ER activities, on-demand writings, and science/social studies assessments.

School administrators and teachers will also attend conferences to provide professional learning opportunities which will allow growth in the areas of improvement/needs assessments of the at-risk students at Pearl Stephens Elementary School. School administrators and/or teachers who attend approved conferences will be required to communicate their learning to other faculty members in faculty meetings and/or BST meetings.

Improving Student Achievement in Reading and Writing

To ensure that all children become successful readers and writers, our teachers use the *Houston County Literacy Inventory* to observe students' literacy growth. This inventory was developed by Houston County as a tool for assessing literacy development. The creation of the *Houston County Literacy Inventory* was based on research from Marie M. Clay, Pat Cunningham, and Leanna Trail. Pearl Stephens Elementary teachers will use the inventory as a tool to customize instruction and assessment for our students. Third grade teachers will administer SLO's three times a year. Fourth and fifth grade teachers will administer HCLI three times a year to use the running records reading assessment with students reading below grade level in order to determine their reading growth throughout the year. Students should be performing at levels indicated by the end of each school year:

- 3 P
- 4 T
- 5 V

Pearl Stephens Elementary School believes in the following goals for teaching children to read, as defined by Sharon Taberski in *Comprehension for the Ground Up* and *It's All About Comprehension*. The following are examples of the scientifically based research supporting the school's effective methods and instructional practices or strategies.

Children should...

- Become strategic readers, using a full range of strategies for figuring out words and understanding text.
- Read a variety of genres and appreciate the different purposes for reading.
- Use writing as a tool to make sense of what they read and extend the quality of their reading.
- Appreciate the power that reading can have in their lives, motivating them to become life-long readers.



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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.

In order for our students to reach these reading goals, Pearl Stephens Elementary School has implemented a strong balanced literacy program, which is a research-based approach founded by Lucy Calkins and the Teacher's College for Reading and Writing Project. Our program allows students to be immersed in reading and writing activities for three hours each day in grades 3rd through 5th Grade. Our students will learn literacy skills during authentic reading and writing experiences that include read-alouds, shared reading, guided reading, independent reading, interactive and shared writing, writing workshop, and independent writing. Pearl Stephens Elementary will emphasize the five key components of early reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Our teachers will continually screen, diagnose, and instruct students, which will lead to academic improvement in reading. Pearl Stephens teachers use the Lucy Calkins Teachers College for Reading and Writing workshop models to integrate all components into their daily instruction. The model includes a teacher-led mini-lesson; an application portion for independent reading and writing, guided reading and writing, strategy groups, and student-teacher conferences; and a closure or wrap up session at the end of the workshop. Students focus on using the teaching strategy that was modeled and discussed in the mini-lesson.

Pearl Stephens will use the Million Minutes Reading Program this school year. Students are encouraged to read daily and log their reading minutes. Teachers collect the reading logs from students and tally their reading minutes. The goal of the program is for all students to read a total of one million minutes collectively. An assembly is held in August of the school year to kick off the initiative. Two more assemblies are held after the kickoff in order to recognize the students who have logged the most minutes in their classroom. A Million Minutes Celebration is held in April if the students help the school reach the goal of a million minutes read and logged. This program is designed to encourage independent reading and family reading time. The Million Minutes Reading Program is founded on the research of Anderson, Wilson and Fielding in *Growth in Reading and How Children Spend Their Time Outside of School* published in the *Reading Research Quarterly* 23: 285–303. The research supports the fact that the amount of free reading done outside of school has consistently been found to relate to growth in vocabulary, reading comprehension, verbal fluency, and general information. Other reading research indicates that students who read independently become better readers, score higher on achievement tests in all subject areas, and have greater content knowledge than those who do not.

Students' academic achievement in reading will be measured through teacher-made assessments, the Houston County Literacy Inventory, norm referenced tests, and criterion referenced tests.

Other strategies for improving reading and writing achievement are as follows:

- Create seamless alignment of curriculum components between Special Education & regular education classes;



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- Create a collaborative planning schedule for regular education host teachers with special education teachers, Reading EIP, Math EIP & ELL teachers each year;
- Create a master instructional schedule for Grades 3 – 5 to encompass EIP & ELL augmented services and Special Education resource room services each year;
- Assess students on a weekly/ bi-weekly basis to determine mastery of GPS curriculum;
- Implement the Lucy Calkins research-based CLIF reading and writing workshop models;
- Teach reading and writing standards with components of standards-based classrooms;
- Participate in trainings held by the county English Language Arts cadre;
- Conduct teacher collaboration meetings to discuss research-based approaches to teach writing and analyze student writing samples; and
- Implement research-based Thinking Maps visual tools in instructional plans.

Improving Student Achievement in Math

After meeting with the first BST team for the new Pearl Stephens in July 2014, it was determined that Math was a weak area in student achievement. To address these weaknesses, several strategies have been implemented according to the Pearl Stephens School Improvement Plan. Some of the research-based approaches and theories used include the Brazosport, Texas 8-Step Process model, Carol Ann Tomlinson's differentiated instruction, ongoing research of Thinking Maps, Inc., and Marilyn Burns's research practices on math instruction. Pearl Stephens also ensures that an increase in quality learning time is used to support the needs of struggling learners. The strategies implemented are as follows:

- Provide students artifacts to monitor self-/class progress;
- Create a collaborative planning schedule for regular education host teachers with special education & Math EIP teachers;
- Train teachers how to use data to drive instruction;
- Train teachers in differentiated instructional techniques;
- Train teachers in integration of instructional technology;
- Train teachers in collaborative teaching;
- Train teachers in effective standards-based instruction;
- Utilize the instructional framework in math to meet the needs of all student learners;
- Assess students on a weekly or bi-weekly basis to determine mastery of GPS curriculum;
- Implement Warrior ER Time tutorials and enrichments in the 8-Step Process (Plan-Do-Check-Act);
- Provide necessary resources and manipulatives for effective Mathematics instruction;
- Participate in monthly math grade level and vertical math collaborations for grades 3-5;
- Participate in All 3-5 teachers to implement the instructional framework model to include centers in math;



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- All 3-5 teachers and EIP Math teacher attend county math units previews;
- Continue to use Thinking Maps visual tools in instructional plans for grades 3-5; and
- Provide additional tutoring and small group instruction to struggling learners during and after the school day as well as in Saturday School.

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

B. *Response:* Following (or in our appendices) are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies. . (Cite Research to support selected strategies.) As outlined above in 2a, the examples of the Scientifically Based Research supporting our effective methods and instructional practices or strategies are as follows:

- All Pearl Stephens 3-5 teachers use small-group activities, authentic experiences, reflective assessment, and use of the workshop model in teaching (Zemelman, Daniels, & Hyde, 2005).
- Anne Davies 2000 cites the use of frequent assessments to allow for flexibility with the small group settings, strategy grouping students based on area of need as identified through diagnostic testing. Frequent common assessments allow for each student to become an engaged learner, enabling the teacher to give feedback and allowing "the learner to adjust what he or she is doing in order to get better. Pearl Stephens 3-5 teachers administer weekly common formative assessments to plan small group lessons and differentiation for students.
- Robert Marzano in the book *Classroom Instruction that Works* also discusses the cooperative flexible grouping practice of differentiated instruction with numerous research studies, each showing a twenty percent gain in student achievement for students placed in such groups
- Pearl Stephens teachers use the Lucy Calkins Reading and Writing Project workshop model and balanced literacy components to meet the reading and writing needs of students.
- Pearl Stephens teachers use the essential question in lesson delivery to allow students to approach learning at a higher level of thinking. Essential Questions, written at a higher level of Bloom's Taxonomy, are designed to increase students' higher order thinking skills. By using higher order levels, such as Analysis and Evaluation, students become responsible in constructing their own ideas and systems. Students "need encouragement to reflect, to share their emerging ideas and hypotheses with others, to have their errors and temporary understandings respected" (Zemelman, Daniels, & Hyde, 2005).
- The creation of the *Houston County Literacy Inventory* was based on research from Marie M. Clay, Pat Cunningham, and Leanna Trail. Pearl Stephens Elementary teachers will use the inventory as a tool to customize instruction and assessment for



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our students to reach these reading goals through guided reading, running records, and miscue analysis. This allows teachers to choose "just right" books for students to read independently as well as to scaffold students to higher reading levels.

- The Million Minutes Reading Program is founded on the research of Anderson, Wilson and Fielding in *Growth in Reading and How Children Spend Their Time Outside of School* published in the *Reading Research Quarterly* 23: 285–303. The research supports the fact that the amount of free reading done outside of school has consistently been found to relate to growth in vocabulary, reading comprehension, verbal fluency, and general information.
- Pearl Stephens teachers use the research-based Brazosport, Texas 8-Step Process model to implement the weekly tutorial and enrichment sessions in grades 3-5.
- Marilyn Burns philosophies for using hands-on, brain-based strategies to teach math are implemented in all 3-5 math classrooms.

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 using the following:

- Utilize the instructional framework or workshop model in all 3-5 classrooms to ensure a schedule that allows time for small group guided reading, writing, and math, and strategy groups in all content areas.
- Create classroom environments that are purposeful with classroom libraries to allow students to self select books of interest and levels.
- Create classroom environments with anchor charts and word walls to support learning.
- Model expectations of learning through teacher led examples with scaffolding and guided support.
- Utilize differentiated instructional strategies to meet students' needs based on mastery of skills and learning styles.
- Provide tailored instruction based on weekly formative assessment results through the Warrior ER Time tutorial and enrichment times during the school day.
- Provide after school tutoring for students identified in need of additional assistance.
- Provide Saturday school tutoring for students in need of support prior to state testing.
- Provide individualized tutoring support during students' Specials times outside of PE.

2(d). Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).

Response:
Pearl Stephens teachers will continuously implement common formative assessments, review the results of the formative assessments, implement timely interventions to address student needs



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identified in the formative assessment data, review year end summative assessment data, and plan strategies to assess needs identified during the summative assessments review. Strategies will be included in each year's school improvement plan.

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

Response:

The instructional staff at Pearl Stephens is 100% highly qualified. All third through fifth grade teachers are certified in Early Childhood Education or Middle Grades Education for grades four and five. The principal verifies the Hi-Q status of all certified teachers and paraprofessionals at the beginning of each school year. The leadership staff at the school consists of one principal, one assistant principal of instruction, and one half-time assistant principal of discipline. Other personnel serving Pearl Stephens include twenty-nine certified classroom teachers and nine paraprofessionals. Also, one counselor, one reading early intervention program (EIP) teacher, one math early intervention program (EIP) teacher, one intervention teacher, one physical education teacher, one music teacher, one art teacher, one media specialist, three special education teachers, three special education paraprofessionals, one ESOL teacher, one half-time migrant educational paraprofessional, and one Speech and Language teacher serve Pearl Stephens. Office staff include one secretary, one data entry clerk, and one health technician. Pearl Stephens has three custodians to help maintain the school facilities.

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

A. Response: 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.)

Pearl Stephens uses various strategies to attract a high quality teaching staff. Each year the Houston County School System holds a county job fair. Pearl Stephens teachers and administrators participate each year and work diligently to create a positive image of the school as they meet, greet, and interview candidates. Pearl Stephens teachers interview potential candidates that have a desire to work in Title I schools. Pearl Stephens staff seeks candidates that have early childhood certification and a strong background in teaching reading, writing, and math. Pearl Stephens teachers and staff are encouraged to make recommendations for colleagues from other counties or college classes. The Pearl Stephens web page is constantly updated to attract teachers to the school. Pearl Stephens follows the Houston County School System's yearly procedure to notify teachers whose certifications are due for renewal of all paperwork and documentation that is due to the state in order to update the teaching certification. Pearl Stephens also makes every effort to hire teachers already certified in the assigned teaching field so that certification deficiencies and expirations are avoided. Pearl Stephens principal also verifies each teacher's Hi-Q status on a report sent from Central Office at the beginning and end of each school year.

New teachers are assigned mentors for support. Houston County provides stipends to mentor



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*3(a). Strategies to attract highly qualified teachers to high-needs schools.
teachers who work with new teachers. Experienced teachers new to Pearl Stephens are assigned a buddy support teacher to assist with the transition into a new school and support for instruction.

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

Response:
A. We have included teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs. Professional development will be offered in the areas identified in the school wide planning process, in areas desired by staff, as well as in areas mandated by state and district policies. This includes training in reading, writing, math, science and social studies instruction; Common Core GPS implementation; differentiated instruction; standards-based classrooms; assessment development; data analysis; classroom and behavioral management techniques; computer hardware and software technology training; and ways to involve parents and members of the community.

Professional growth and continued development for our personnel is a priority for the Houston County School System. Our programs for professional learning address the assessed needs of all students and school personnel as identified through the analysis of student data, the evaluation of effectiveness of instructional programs, and other data-driven means as deemed appropriate by the school and system professional learning advisory committees. All professional learning opportunities align with and reflect the goals in our system and school improvement plans. All professional learning opportunities also reflect the mission of the Houston County School System which is to produce high-achieving students.

The Houston County School System has adopted the National Staff Development Council's (NSDC) Standards for Staff Development. These standards are a necessary component of our vision for professional learning. Our system designs our professional learning to be standards-based, results-oriented, and job-embedded. Our personnel have the opportunity to participate in many types of high quality professional learning opportunities. Examples of these opportunities include, but are not limited to, book studies, vertical study teams, study groups, coaching, lesson studies, action research, journaling/reflecting, examination and analysis of student work, data analysis and interpretation, workshops, best practices, and Georgia Performance Standards training. One of our system goals is that all schools will become professional learning communities. Professional learning communities are our overarching umbrella, or the context, in which the work we do to improve the adult and student learning occurs.

Professional learning opportunities in Houston County are research-based as having a direct impact on increased student achievement. Some of these research-based activities include:

- *A Framework for Understanding Poverty* by Ruby Payne: Payne uses case studies, scenarios, and qualitative data to teach strategies for working to overcome the obstacles of poverty.
- *Analysis of data and collaborative planning opportunities*: Research from Mike Schmoker, Anne



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

Davies, Patricia Davenport, Robert Marzano, Doug Reeves, Carol Ann Tomlison, Fountas and Pinnell, Thomas Gusky, Lucy Calkins and other noted educational leaders promote the professional learning community and the power of collaborative planning and use of real data to identify student strengths and weaknesses.

- *Classroom Observations:* Research from Mike Schmoker and Robert Marzano promotes frequent classroom observations and feedback to teachers in the pursuit of high quality teaching.

In addition to system level professional learning that is research based, schools participate in professional learning. School's professional learning is monitored at the system level for assurance of best practices. Schools submit Title II/Professional Learning plans for review by the Title II Coordinator, Professional Learning Director, and Assistant Superintendent for Teaching and Learning. Once approved, and as activities are completed, schools must also submit conference feedback forms for review by system coordinators and directors.

B. We have aligned professional development with the State's academic content and student academic achievement standards in reading, language arts, math, science and social studies. Pearl Stephens commitment to the Comprehensive Literacy Instructional Framework requires intensive and ongoing staff development. Some of these classes will include running records training and interpretation, guided reading, comprehension and fluency techniques, literacy centers, and strategies to help non-readers.

Teachers will be involved in training throughout the year with the county math and language arts literacy coaches and coordinators during planning days, after-school sessions, county math or language arts collaboration sessions, and faculty meeting training sessions. Pearl Stephens teachers will be afforded opportunities to attend state and national conferences and workshops offered through the International Reading Association (IRA), the Bureau of Educational Research (BER), the Association of Supervision and Curriculum Development (ASCD), and other highly recognized professional organizations in order to benefit the academic achievement of our students.

Professional learning in math will include training in differentiated instruction, using math manipulatives in individual and group activities, and using Singapore math strategies. County math coaches will be used as needed to assist new teachers in implementing Common Core GPS math strategies.

We will conduct mini-workshops with our faculty for all those who attend conferences to share what they learned. Grade level common planning time will be utilized for teachers to discuss, share ideas, and plan appropriate instruction. Cross grade level collaboration morning sessions will be scheduled throughout the school year. Also, professional journals and opportunities for book studies will be provided.

At least four times a year, we will also provide release time for teachers to plan with other grade



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

level team members to look at upcoming units, analyzing student work from all subjects, preview mentor texts for possible minilessons, and additional resources for teaching the standards in all academic areas. Administrators and teachers will attend conferences for professional growth and to support the adult learner. Adult learners (administrators & teachers) will attend conferences that provide ideas and support for the needs of our school. Finally, professional learning books will also be purchased for resources to be used in the classroom and BST committee. The professional development books will be selected based on instructional needs and behavioral needs of the students.

C. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. For example, funds have been allocated to pay for substitute teachers to cover classrooms as teachers attend professional learning collaboration and learning sessions on the school site or at the district level. Substitutes may also be funded for workshops conducted by professional organizations that address research-based teaching strategies and models. Resources will be provided to teachers for training on integration of Science and Social Studies, standards-based classrooms, classroom management, and other instructional techniques.

D. We have included teachers in professional development activities regarding the use of academic assessments. Teachers have attended county leadership summits on common assessments, RTI, interventions, behavior management, parent training, and data analysis. These topics are also addressed through faculty meeting professional learning sessions, book studies, grade level vertical collaboration discussions, and school improvement meeting collaboration sessions. Teachers use assessment data to plan Tier 1 classroom instructional practices, implement differentiation strategies to meet the needs of individual learners, provide intervention support, and analyze the needs of students not meeting standards on formative assessments throughout the year.

*5. Strategies to increase parental involvement.

Response:

A. Pearl Stephens staff has involved parents in the planning, review, and improvement of the comprehensive school-wide program plan by discussing and gaining input about revisions to be made to the school-wide plan each year. Both the school-wide plan and the Pearl Stephens school improvement plan are shared with the Pearl Stephens school council parent members at the school council meetings throughout the year and with parents who serve on the Title I Action Team. The school-wide plan is posted on the Pearl Stephens web page and is posted in a folder in the parent resource center near the front office. Parents collaborate with teachers and administrators to recommend strategies that parents can use to support student learning. Recommendations are also made about appropriate parent learning activities and ways to get more parents involved in attendance to these activities. Some of the strategies recommended involve providing refreshments for events that conflict with dinner time, providing homework passes to alleviate the stress of parents having to help students with homework on the same



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evening that they are attending a parent event, giving students incentives for reminding their parents to attend the events, and having students create personal invitations to their parents to attend the events. Other strategies recommended by parents include sending home reminder flyers and using the automated call out system to remind parents of events.

Many opportunities are available for parental and family involvement with our school. Parents serve on the PTO board, school council, and the Title I Action Team. Parents are invited to attend several family events throughout the year. Pearl Stephens plans both non-academic and academic parent involvement events. Our non-academic events include a Welcome Back Pancake Breakfast, Spring Fling, Field Day, and Pastries for Parents. Our academic involvement events include Literacy Night, Warrior Star Student Reception, Fifth Grade Awards Night, Math, Science and Social Studies and Specials PACT Times, and GMAP PACT Times. Teachers conduct PACT in the Community home visits to eliminate barriers and build relationships between the parents of Pearl Stephens highest poverty students and the school. PTO programs are held at least three times a year with student performances and information sessions. Parents and community members are encouraged to help monitor classrooms during standardized testing times. Also, mentors from the community work with some of our students.

Pearl Stephens Elementary is to employ a skilled and knowledgeable parent involvement coordinator whose purpose is to act as a liaison between the school, community agencies, and families. This job entails a number of duties, and thus requires a dedicated and very knowledgeable person. The duties include, but are not limited to the following:

- Helping families access services in the community;
- Keeping close communication with parents and teachers;
- Assisting in planning high-interest family activities;
- Contacting businesses and/or churches for volunteers and mentors;
- Helping coordinate parent volunteers;
- Working with teachers to develop a community resource book of programs, guest speakers, field trips, etc;
- Planning family and community involvement events;
- Conducting off site or neighborhood parent and community workshops;
- Serving on the ATP committee to assist in implementing the six keys to involvement;
- Attending Pearl Stephens School Council meetings to ensure important Title I information is shared with school council members and other stakeholders;
- Ensuring that communication flyers are sent home to parents in a timely manner;
- Documenting parent participation for all parent events;
- Keeping updated records of all Title I required documents in the Pearl Stephens Title I notebook; and
- Attending county parent involvement meetings to stay abreast of Title I requirements and guidelines.

We also have a room in our school that is designated as the Volunteer Room. In this room, parents and community volunteers meet together to share ideas and discuss the school's program. Parent resource materials are also housed in the Parent Volunteer Room.



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- B. We have developed a parent involvement policy included in our appendices that
- includes strategies to increase parental involvement (such as family literacy services);
 - 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);
 - includes parent-student-teacher compacts; and
 - has the parent involvement checklist included

Pearl Stephens has developed a parent involvement policy included in the student handbook that includes strategies to increase parental involvement such as...

- Developing a school handbook to be sent out at the beginning of the year that includes a calendar of events for the year;
- Sending home reminder flyers each week before a parent/family event date;
- Using the crisis communication/ automated calling system to call parents with reminders about parent events;
- Involving parents on planning committees such as School Council, Title I Action Team, and PTO;
- Surveying parents for topics of interest for workshops and programs;
- Generating more positive notes and parent phone calls;
- Encouraging parents to volunteer as tutors, field trip chaperones, and teacher helpers; and
- Sending home a parent-teacher-child-school compact each year to establish an agreement that parents will commit to being involved in their child's education.

The parent involvement policy describes how the school will provide individual student academic assessment results, including an interpretation of those results. The parent involvement policy and the school compact are included in the Pearl Stephens Title I Handbook that is sent home with each student that is enrolled. The comprehensive school-wide program plan is available to the LEA, parents, and the public. It is posted on the school's webpage, and printed copies are placed in the front office and the parent resource center located in the parent involvement coordinator's office. The parent involvement coordinator monitors items listed on the parent involvement checklist, and all supporting documentation is recorded and filed at the school in a Title I documentation notebook. Documents are also sent to the county parent involvement coordinator.

*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 . .



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In order to provide transition support to fifth grade students entering middle school, Houston County elementary and middle school counselors coordinate a yearly middle school orientation visit. Pearl Stephens students are bused to their zoned middle school in May of each year. The middle school conducts an extensive orientation to familiarize the students with the middle school expectations, schedules, grading, and extra-curricular options. Pearl Stephens also holds a yearly program to recognize fifth graders for their accomplishments of the year. During the program, students deliver speeches to encourage their classmates to set high goals for themselves in middle school and to acknowledge the challenges that they will face in middle school.

In order to provide transition support to students entering from private school, the assistant principal keeps a placement notebook that is provided by the county. Students entering from home school or private school in grades 2-5 are administered a placement test. Standardized test results and other pertinent records are requested from the private school or the parents in order to gain information about the student's needs. Pearl Stephens has a high mobility rate due to the high percentage of military students enrolled in the school. In order to provide transition support to students entering throughout the year, Pearl Stephens has established a buddy system in each classroom. New students are assigned student buddies to make them feel comfortable during their first days at the school. Parents are asked to provide as much information about the child's learning and social needs in order to place the child in the class that would best meet that student's needs.

*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. Below are the measures to include teachers in the decisions regarding the use of assessments to provide information on, and to improve, the performance of individual students and the overall instructional program:

- Teachers are trained to access their students' test scores information and to interpret this data for effective instructional planning.
- Grade level planning and school wide faculty meetings are held to provide teachers information on assessment results and to determine strategies for improving results.
- Teacher committees meet each month to analyze school wide data and assessments to determine program effectiveness.
- Teachers in grades 3-5 have training on the administration of the Houston County Literacy Inventory (HCLI) and how it should be used effectively to plan instruction for students.
- Strengths and weaknesses of each student are identified by using intelligence and achievement test scores. Instruction is designed to meet the students' needs.
- Weekly and bi-weekly assessment are on-going throughout the year with instruction continuously being modified to meet areas of concern.
- Teachers set yearly target goals for individual student and classroom achievement



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performance on the CRCT and Instructional Assessment.

- Teachers will be trained to use the benchmark scanner to compile and disaggregate assessment results in a timely manner.
- Select staff will be trained to analyze data from universal screeners to determine instructional needs. Data will be provided by the selected staff to the remaining staff members.

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

Response:

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

Pearl Stephens will implement all federal, state and local services and programs based on guidelines outlined for each agency. Federal program funds will be used to provide migrant services to students identified as migrant education. Students identified for ELL services will receive augmented instruction during the classroom instructional schedule. Title I resources will also be used to provide additional after-school tutoring services to ELL students and other economically disadvantaged students identified as not meeting learning targets. State programs such as EIP reading and math will be used to support students who failed the CRCT their previous school year or are identified to need services based on the state EIP checklist guidelines. State and local funds are used to provide one EIP reading and one EIP math teacher to serve 3-5 students at Pearl Stephens. Pearl Stephens EIP teachers will also identify an additional three percent of bubble students in need of classroom support. Gifted/ FOCUS students will be identified with the use of FOCUS screeners. Students who are placed in the program will be served once a week by a state funded Gifted certified teacher. Special education and speech services are federal programs used to identify students with speech and learning disabilities. Special education and speech teachers use student's individualized education plans to determine service models. Some students are served through inclusion, and some are served through the pullout model. Title I and Title IIA funds are used to provide substitute coverage and resources for professional learning. Title I funds are supplemental funds beyond state and local funds to provide instructional books for students, instructional materials for classroom lessons, and tutoring salaries for teachers who provide additional learning time to students beyond the school day. Title III funds are used to provide vocabulary and other language learning resources for ELL teachers to use to help ELL students acquire English language proficiency skills for listening, speaking, writing and reading. State and local funds provide instructional resources for classrooms such as tutoring books, classroom libraries, paper, writing utensils, and other supplies for teachers and students. County SPLOST funds provide technology tools to support professional learning, assessments and learning.

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



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Response:

Pearl Stephens Elementary will employ all available programs and resources to assist in the implementation of our School wide Title I Plan. Pearl Stephens will coordinate with the following programs and agencies:

- EIP
- FOCUS
- Special Education
- Professional Learning
- Media Funds
- Technology Funds (SPLOST)
- Classroom Guidance
- Business Partners
- The Georgia Youth and Technology Center at the Museum of Aviation
- STARBASE Robins at the Museum of Aviation
- The Rainbow House
- HODAC
- The Houston County Department of Family and Children Services
- Other programs which may be available through the district, community,

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

Response:

Programs will be implemented to support student learning for struggling and high performing students, teacher training, media integration, student social needs, family assistance, technology integration, school safety, community involvement, and intervention needs. Funds from the Title I budget will be used to provide data analysis and curriculum revision release time for grade level teachers, professional learning books, conferences and attend At-Risk conference.) Instructional materials such as mentor texts, math manipulatives, reading/writing materials (legal pads, composition notebooks, writing utensils), science and social studies materials for project-based learning student activities. Computer laptops will be purchased to update a refreshed computer lab.

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

Response:

This plan was 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. This plan was developed in coordination with other programs within the school such as the Early Intervention Program, Special Education, Title I, ESOL and FOCUS.



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

Response:

A. We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Those activities are . . . (Especially for those students who are struggling.):

- Continually increase the number of books and materials available for students on a variety of instructional levels;
- Use resource persons within the school, school district, and outside the district to provide instructional support to students during the day and after school hours;
- Provide individualized and small group instruction for 3-5 students, using information from running records, using leveled books, and providing research-based tier 2 instructional interventions;
- Provide after-school and Saturday School tutoring for students in grades three through five;
- Provide tutorials during the school day for struggling students and enrichment opportunities for students who meet and exceed instructional goals;
- Implement tier 2 and 3 intervention plans to address students' learning deficits shown from weekly formative assessments;
- Provide daily state inclusion instruction through EIP, ELL and special education teachers; and
- Send parent resources home to support the goal of learning at home.

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

Response:

Pearl Stephens provides measures to ensure that students' difficulties are identified on a timely basis. Those activities include the process of ensuring that at the beginning of each year teachers review permanent records, Student Support Team (SST) records, progress monitoring data, test information, special education records, if applicable, and results from the HCLI to determine student strengths and weaknesses identified from the previous school year. Pearl Stephens teachers will also use the CLASSWORKS Universal Screener to identify overall Tier 1 instructional needs and/or students in need of Tier 2 interventions. Teachers review records upon enrollment of new students throughout the year. Students are identified for EIP, ELL and special education services based on CRCT, EIP checklists, ACCESS testing, and IEPs. Pearl Stephens ensures that teachers actively participate in Student Support Team meetings, effectively implement Tier 2 academic and behavior interventions, and are provided professional learning sessions on strategies for teaching students who experience difficulties.

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



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for identified difficulties.

Response:
Training on intervention strategies will be provided each year on the school and county level. Each grade level has a Student Support Team in place to identify students experiencing difficulty and to develop instructional strategies to meet the students' needs. The Pyramid of Interventions is followed and students are placed in appropriate intervention tiers. Response to Intervention plans are utilized and tracked to systematically monitor student progress over time. Pearl Stephens Elementary's instructional staff will continually receive training in recognizing difficulties. The staff will work together to determine and provide appropriate assistance. Training on identification of difficulties is conducted in school level faculty meetings, county collaboration training sessions, site-based professional learning, and grade level collaboration meetings with teachers and administrators.

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.

Response:
Parent-teacher conferences will be held throughout the school year to discuss student assessment results and intervention strategies used. Parents and teachers will discuss tutoring options, special needs options, early intervention programs, gifted eligibility options, and action plans in place by the school to assist students. Teachers will also offer strategies that parents can use at home to provide support to students. The counselor will be invited to some conferences to offer suggestions and community resources for student support. The school will also inform parents of different community programs sponsored by churches and recreation centers in the community. Some of these programs include summer camps, tutoring programs, and after-school activities.

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

Response:
Parents will be informed of their child's progress on a regular, on-going basis. Teachers will contact parents frequently by notes, phone calls, and/or conferences to notify them of problems and/or to relay positive information concerning their child's achievement. Parents are informed of their child's performance through agendas, weekly signed papers, progress reports, and report cards. For all grades, progress reports will be sent home every four and one half weeks, if needed, and report cards every nine weeks. Results from standardized assessments such as the the Georgia Milestones Assessment Program Third and Fifth Grade and the Iowa Test of Basic Skills (when applicable) will be sent home to the parents with the notification that they may contact the school for a conference regarding their child's progress. HCLI results will be sent home in September, January, and May.



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Parents will be informed of their child's scores on the Cognitive Abilities Test (when applicable) through conferences. Student Support Teams, Speech/Language and Special Education programs will also communicate results through conferences and in writing.

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

Response:
Standardized test data is collected according to state Title I guidelines by the district Title I Coordinator and System Testing Coordinator. The Georgia State Department of Education will disaggregate data and provide information to the system and to the school. The media will be provided with reports on this date from the system central office. Pearl Stephens teachers, administrators, and counselor will share statewide data with parents during parent nights, School Council meetings, and PTO meetings throughout the year. Pearl Stephens administrators will have a data notebook on file with CCRPI performance targets and other comparison data

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

Response:
The state mandated assessments meet validity and reliability requirements; therefore, they are statistically sound. Pearl Stephens Elementary student data is entered in a county-wide and statewide longitudinal database for reporting purposes and FTE (full time equivalent) counts.

13. Provisions for public reporting of disaggregated data.

Response:
The disaggregated data will be reported to the public in accordance with state guidelines. The State Report Card and local system reports will be disseminated to the media at system and state levels.

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

Response:
The initial development of the new Pearl Stephens began in May 2014. The current plan was revised in July 2014 and August 2014 during BST committee meetings held during these months.

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



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personnel, parents and students (if secondary).

Response:

There was collaboration between the principal, assistant principal of instruction, assistant principal of discipline, regular education and special education teachers, paraprofessionals, and parents. Parent input was solicited through surveys and through participation at Title I Action Team committee meetings and School Council meetings.

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

Response:

Pearl Stephens Elementary School-wide Plan will be available to the LEA, parents, and the public. Copies of the plan will be placed in the media center, the school office resource center, and on the school web page.

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

Response:

The School-wide Title I Plan of Pearl Stephens Elementary will be written in English, which is the primary language of the majority of the students in the school. The plan will also be translated in Spanish upon requests.

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

Response:

The School-wide Title I Plan of Pearl Stephens Elementary is subject to the school improvement provisions of section 1116 of Title I of the ESEA of 2001.