



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

Georgia Department of Education
Title I

Schoolwide/School Improvement Plan -2014-2015

(See also School's Balanced Scorecard for specific plan based on data)

School Name: Lamar County Primary School

Approval Date: September 11, 2014 Approved by: School Council
Approval Date: August 28, 2014 Approved by: Parents at Annual Title I Input Meeting

School's 2014 Accountability status (please check):

- Other**
- Reward**
- Priority**
- Focus**
- Alert**

Principal's Name: Mrs. Becky Brown

Principal's email address: becky.brown@lamar.k12.ga.us

LEA Name: Lamar County Schools

LEA Title One Director/Coordinator's Name: Norma J. Greenwood

LEA Title One Director/Coordinator's Signature:

Date:

LEA Title One Director/Coordinator's Mailing Address:

Lamar County Schools
100 Victory Lane
Barnesville, GA 30204

LEA Title One Director/Coordinator's Email Address: ngreenwd@lamar.k12.ga.us

LEA Title One Director/Coordinator's Telephone: 770.358.5891

LEA Title One Director/Coordinator's Fax: 770.358.5858



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

Georgia Department of Education
Title I

Schoolwide/School Improvement Plan -2014-2015
(See also School's Balanced Scorecard for specific plan based on data)

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.



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

Georgia Department of Education
Title I

Schoolwide/School Improvement Plan -2014-2015

(See also School's Balanced Scorecard for specific plan based on data)

Title I Schoolwide/School Improvement Plan

Planning Committee Members:

NAME	POSITION/ROLE
Mrs. Angela Tea	PreKindergarten Teacher Grade Level Chair
Mrs. Rebecca Ritch	First Grade Teacher Grade Level Chair
Mrs. Renee Ard	Kindergarten Teacher Grade Level Chair
Mrs. Pat Burnette	Second Grade Teacher Grade Level Chair
Mrs. Hope Bankston	Media Specialist
Mrs. Courtney Goddard	Special Education Representative
Mrs. Amy Christopher	Learning Support Specialist
Mr. Daniel Sergent	School Guidance Counselor
Dr. Treesomia Walker	Assistant Principal
Mrs. Tonya Hamm	Math Computer Lab Paraprofessional
Mrs. Becky Brown	Principal



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

Georgia Department of Education
Title I

Schoolwide/School Improvement Plan -2014-2015
(See also School's Balanced Scorecard for specific plan based on data)
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 . . . The ways they were involved were . . .

Lamar County Primary School (LCPS) is the only primary school in the Lamar County School System, housing approximately 749 students in grades PreK through second. LCPS has a diverse population of students, with 420 White, 272 Black, 39 Multi-racial, 14 Hispanic, and 3 Asian. Approximately 75% of students participate in Free/Reduced Lunch.

According to the Georgia County Guide (2009), the median income for households of Lamar county is \$37, 536.00. The current unemployment rate is 10.6% for Lamar County. The number of persons identified as being below the poverty line is estimated at 19.7%.

The Leadership Team (Better Seeking Team) meets once per month to discuss and develop the plan. Grade level chairs from each grade level are on the committee. The committee members serve in an advisory role to the principal making school wide decisions related to the school improvement process as a whole. This panel writes, reviews, and aligns the school improvement plan (SIP) to ensure each student's success. Each teacher has a common planning time assigned to a group of teachers from their grade level. During these planning meetings the teachers discuss the plan and provide feedback in a notebook that is brought to each planning committee meeting and discussed. Each grade level has a monthly grade level meeting where all of the grade level teachers meet together to discuss concerns or to share ideas. The Learning Support Specialist meets with each planning team weekly to share ideas and to provide additional support with STAR Renaissance Learning, and the Common Core Curriculum.

The LCPS School Council is comprised of parents, faculty members, and local business owners who meet several times during the year to serve as an advisement panel for school improvement. The council writes, reviews, and aligns the school improvement plan to make sure that all students are successful. The LCPS School Council also provides input regarding the Parent Modules that they would like to see implemented each school year with the LCPS faculty and staff.

The School Council and the Leadership Team work together to implement the SIP using the Plan-Do-Check-Act cycle to review progress and make changes as needed throughout the year. Once implemented the planning groups, school faculty and staff work the plan, check progress, and consider revisions and changes that need to be made. The SIP is a dynamic plan that can



Georgia Department of Education
Title I

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

Schoolwide/School Improvement Plan -2014-2015

(See also School's Balanced Scorecard for specific plan based on data)

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

change to meet the needs of the students.

B. We have used the following instruments, procedures, or processes to obtain this information . . . (Be sure to use brainstorming as a strategy for Needs Assessment.)

Each year, the school conducts an analysis of strengths, weaknesses, and opportunities for growth within our educational program. The ultimate goal is to improve student achievement for all students across all subgroups. Students, parents, teachers, administration, and the school council brainstorm to identify the areas of strength and weaknesses school wide as well as identify possible strategies to improve areas of weakness.

Professional learning is identified as a strength each year due to our use of the Learning Support Specialist (LSS). The LSS is a valuable resource who works closely with teachers to implement the professional learning plan for the school. The LSS works closely with the reading and math intervention personnel to ensure students receive interventions above and beyond that which the homeroom teacher implements. The LSS works closely with teachers to review STAR Literacy and Numeracy data, benchmark assessments, progress monitoring data, and intervention lab data to support teachers in determining appropriate interventions based upon student need. Other data used by the school includes: Study Island Math data, attendance data, grade level meeting notebooks, faculty meeting discussions, and leadership team meetings.

The behavior and attendance committee was created for our school so that the school could work towards improving the school climate. The behavior and attendance committee work together to identify incentives to reward students for positive and appropriate behavior as well as to encourage student attendance in school. Eventually, the school wishes to move towards a more formal framework to provide a process for decision making that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving student academic and behavior outcomes for all students (P.B.I.S.)

The school maintains a Behavior Intervention Lab (BIL) whose purpose is to provide a time-out for students from the regular classroom. Assignment to the BIL is meant to be a step implemented before out of school suspension is administered. Using the BIL allows students to stay in school and to complete their regular classroom work.

All teachers have technology in the classroom. Each classroom with an assigned teacher has access to a desktop computer, ActiveBoard, and at least 2 iPads. All students have access to the technology lab at least once per week. Students are also fortunate to have access to art, music, and P.E. through their Activities Schedules.



Georgia Department of Education
Title I

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

Schoolwide/School Improvement Plan -2014-2015

(See also School's Balanced Scorecard for specific plan based on data)

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

LCPS acknowledges that there are obvious weakness and opportunities for growth. Other opportunities include meeting the needs of our students with disabilities. We are working to provide interventions for those students to provide access to the general curriculum but also providing interventions to help students bridge the gap with knowledge and skills. This is being done through the CoTeach setting as well as through pull-out (as needed). Another opportunity for our school is to address the needs of our Black students. We monitor all students in reading and math to ensure that students are making progress.

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

Lamar County Schools have a policy in place to care for every student. The district School Social Worker (SSW) and the Homeless LEA work together to assist all schools in the needs of migrant students. To qualify for the Migrant Education Program, a migrant child must have moved within the past 36 months across state or school district lines to enable the child, the child's guardian or a member of the child's family to obtain temporary or seasonal employment in an agricultural or fishing activity. A migratory child includes youth who themselves are migratory workers or spouses of migratory workers. The program serves children and youth ages 3 through 21 who have not graduated from high school or earned a General Education Diploma.

The district SSW department assists homeless and migrant students and their parents by: facilitating the identification of homeless and migrant students, ensuring that homeless and migrant students are immediately enrolled, resolving any disputes between the school and parent, arranging transportation, providing monies for the purchase of clothing and fees associated with extracurricular participation, providing school supplies, funds for birth certificates, immunizations or medical records, and guardianship records, and referring homeless children to medical, dental and other health services. The SSW also provides extraordinary or emergency assistance to enable students to attend school. Teachers, counselors, administration can make a written referral to the SSW for assistance students.

Students classified as homeless, have the right to remain in his/her school of origin or they may choose to attend the school in which the child is zoned for. Students may remain in their schools of origin while they are experiencing homelessness and until the end of any academic year in which they find permanent housing. The same policy holds true if a child loses his/her housing between academic years.

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



Georgia Department of Education
Title I

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

Schoolwide/School Improvement Plan -2014-2015

(See also School's Balanced Scorecard for specific plan based on data)

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

LCPS serves students in grades PreK through grade 2. Currently, Georgia does not administer a CRCT to students in grades 1 and 2. As such, there are no "high stakes" achievement data for our students. In FY14, a recent change to the College and Career Readiness Performance Indicator (CCRPI) means that LCPS is measured through Grade 3 CRCT performance in reading, English language arts, and mathematics. Elementary students enrolled in grades 3 through 5 continue to struggle with mathematics, specifically students who are Black, Hispanic, economically disadvantaged, and students with disabilities. To address the needs of our students enrolled in LCPS, we monitor students' progress in reading and math by examining student performance on STAR Literacy and Numeracy benchmarks, writing data quarterly and common assessments as a faculty across all dimensions and grade levels. Changes are made through vertical alignment to improve areas of academic weakness. Progress monitoring is conducted monthly or bimonthly through STAR Literacy and Numeracy. Students and subgroups are also monitored through common unit assessments to measure student mastery of the curriculum taught each unit. Data is disaggregated according to subgroup. In FY 15, LCPS administered the Student Learning Objective (SLO) assessments in K-2 for reading and English language arts, 2nd grade art and music, Kindergarten physical education, & PreKindergarten literacy and numeracy.

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, major racial and ethnic groups, students with disabilities, and EL students.

See the LCPS balanced scorecard for established goals and benchmarks that address our student needs.

**F. The data has helped us reach conclusions regarding achievement or other related data. The major strengths we found in our program were . . .
(Be specific. Example: Not just Reading – Indicate Fluency, Comprehension, etc.)**

For Kindergarten math, strengths include students knowing number names and the count sequence as well as counting to tell the number of objects. For Kindergarten ELA, students demonstrate an understanding of the organization and basic features of print. For First grade math, strengths included adding and subtracting within 20 as well as extending the counting sequence. For second grade ELA, the strength is knowing and applying grade-level phonics and word analysis skills in decoding words. For second grade math, students can add and subtract within 20.

➤ **The major needs we discovered were . . .**

For Kindergarten math, the strongest area for concern were understanding addition as putting



Georgia Department of Education
Title I

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

Schoolwide/School Improvement Plan -2014-2015

(See also School's Balanced Scorecard for specific plan based on data)

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

together and subtraction as taking apart or way. For Kindergarten ELA, the strongest areas for concern are demonstrating an understanding of phonemic awareness and knowing how to apply grade-level phonics and word analysis skills in decoding words. For First Grade ELA, the weakest area is students demonstrating an understanding of spoken words, syllables, and sounds (phonemes). For First Grade math, the strongest area for concern is understanding place value and using place value understanding and properties of operations to add and subtract. For Second Grade ELA, the major weakness is the ability of students to read with sufficient accuracy and fluency to support comprehension. For Second Grade math, the major weakness is representing and solving problems involving addition and subtraction.

➤ **The needs we will address are . . .**

We have incorporated a Phonics workbook to boost phonemic awareness and a grammar workbook to support a more rigorous approach to sentence structure and punctuation. We have incorporated a designated intervention time in daily instruction to improve fluency in math and reading. Students receive additional intervention with intervention paraprofessionals in the classroom who show low performance in oral reading fluency or math computation skills. We have initiated a school-wide math facts incentive program to encourage our K-2 students to improve in math fluency.

➤ **The specific academic needs of those students that are to be addressed in the schoolwide program plan will be . . .**

Progress monitoring will be conducted bimonthly or monthly. The interventions within the classroom will be guided and driven by information provided by progress monitoring as well as by the benchmark assessments. Specifically, the school will focus on math fluency as well as problem solving where students correctly identify the correct operation (addition or subtraction) that should be used to solve the problem.

➤ **The ROOTCAUSE/s that we discovered for each of the needs were . . .**
(How did you get in this situation? What are some causes?)

The school used Renaissance Learning STAR as a universal screener to identify both grade level strengths and weaknesses. A school level focus on phonemic awareness and sight words continues to be a focus. For mathematics, addition and subtraction, place value, and solving word problems continues to be focus.

G. The measurable goals/benchmarks we have established to address the needs were .

..

For Kindergarten math, the strongest area for concern were understanding addition as putting together and subtraction as taking apart or way. For Kindergarten ELA, the strongest areas for concern are demonstrating an understanding of phonemic awareness and knowing how to apply grade-level phonics and word analysis skills in decoding words. For First Grade ELA, the weakest area is students demonstrating an understanding of spoken words, syllables, and sounds (phonemes). For First Grade math, the strongest area for concern is understanding place value and using place value understanding and properties of operations to add and subtract. For Second Grade ELA, the major weakness is the ability of students to read with



Georgia Department of Education
Title I

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

Schoolwide/School Improvement Plan -2014-2015

(See also School's Balanced Scorecard for specific plan based on data)

*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.
sufficient accuracy and fluency to support comprehension. For Second Grade math, the major weakness is representing and solving problems involving addition and subtraction. Renaissance Learning STAR Early Literacy data in conjunction with common unit assessments, benchmarks, Student Learning Objectives (SLOs) and progress monitoring will be used to monitor levels of progress. Common unit assessments aligned to the Common Core are administered throughout the year as well as a Middle of the Year (MOY) and End of the Year (EOY) benchmarks. Data will be utilized to monitor levels of phonemic awareness, oral reading fluency, and comprehension as well as addition, subtraction, mathematical fluency, and problem solving. Study Island and the use of math manipulatives will be used to provide interventions with math fluency and computation skills.

*2. Schoolwide reform strategies that are scientifically researched based.
<p><i>Response:</i> LCPS has access to software tools that assist teachers in monitoring student progress. To measure students' reading progress, students are assessed at the beginning, middle, and end of the year. To measure students' mathematic progress, students are assessed at the beginning, middle, and end of the year with Renaissance Learning STAR Early Literacy. These programs in conjunction with Study Island provide teachers with valuable information regarding targeted interventions students need to make additional progress.</p> <p>All students visit the computer lab where the paraprofessional provides assistance to students who access and complete the math modules within Study Island.</p> <p>Teachers incorporate protected reading and math blocks to ensure appropriate time is allotted to these subjects. Science and social studies are integrated within the reading/English language arts time through the use of other texts and non-fiction guided reading materials.</p> <p>Teachers have a block of time devoted to interventions. Teachers are able to use this time for remediation or acceleration depending upon the needs of the students.</p>

2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.
<p>A. <i>Response:</i> 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 . . . (Strategies to be used.)</p> <p>Teachers implement standards-based classrooms. Teachers use essential questions or learning targets to frame student learning and reference standards throughout the lesson. Standards are posted for easy reference. Teachers also incorporate the use of activating</p>



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

Georgia Department of Education
Title I

Schoolwide/School Improvement Plan -2014-2015

(See also School's Balanced Scorecard for specific plan based on data)

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.

strategies to engage or hook students to the day's learning. Through differentiated instruction and the use of flexible grouping, teachers strive to meet the needs of all students in their classroom.

Teachers allot 135 minutes to reading, English language arts and 45 minutes for writing. Teachers are expected to use a balanced literacy approach to instruction providing students with the opportunity to participate in whole group instruction, guided reading, literacy centers, and writing. Teachers allot 90 minutes of instruction for mathematics where 60 minutes is an uninterrupted block of time. Math instruction consists of whole group instruction, small group instruction, the use of math manipulatives, and math centers. An additional intervention time of 45 minutes is scheduled for remediation or acceleration through flexible groups or one-on-one assistance. Students who need the most assistance in reading and/or math are served by reading and math intervention teachers or paras who push-in to the classroom. These teachers or paras provide additional targeted instruction and interventions to meet the needs of the students.

Students with disabilities are served in the Least Restrictive Environment (LRE). Currently we are striving to serve our special needs students through the employment of the coteach or collaborative models of instruction. Students who need significant help are also served through pull-outs to receive targeted instruction aimed at closing any knowledge or skills that are deficient.

Parents and teachers can request that high achieving students be tested for the Gifted program. Students who are eligible for the Gifted program are served by Gifted Endorsed teachers in grades 1 and 2. Teachers augment their lesson plans with more rigorous materials to address the needs of these students.

(Data: STAR, Interventions, Benchmark assessments, Common Unit Assessments, Progress monitoring tools)

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. . (Cite Research to support selected strategies.)

STAR ReadingTM —used for screening, progress-monitoring, and instructional planning— is a reliable, valid, and efficient, computer-adaptive assessment of general reading achievement and comprehension for grades 1–12. STAR Early Literacy assesses 41 different skill sets in early literacy and numeracy. STAR Reading provides nationally norm-referenced reading scores and criterion-referenced scores.



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

Georgia Department of Education
Title I

Schoolwide/School Improvement Plan -2014-2015

(See also School's Balanced Scorecard for specific plan based on data)

STAR Reading uses computer-adaptive technology to tailor each student's test based on responses to previous items. By administering test items that are closely matched to student achievement levels, STAR Reading's reliability is enhanced and testing time is minimized. A STAR Reading assessment can be completed without teacher assistance in about 15 minutes and repeated as often as weekly for progress monitoring.

STAR Math™—used for screening, progress-monitoring, and instructional planning—is a reliable, valid, and efficient, computer-adaptive assessment of general math achievement for grades 1–12. STAR Math provides nationally norm-referenced math scores and criterion-referenced evaluations of skill levels.

STAR Math uses computer-adaptive technology to tailor each student's assessment based on his or her responses to previous items. By administering test items that are closely matched to student achievement levels, STAR Math's reliability is enhanced and testing time is minimized.

The protected Reading block of 135 minutes was also identified as an important piece to the design of effective Reading instruction by the Reading First initiative.

We have incorporated a protected reading and math block within everyday instruction. We have incorporated the use of Number Talks into instruction to support the implementation of the CCGPS.

Teachers implement standards-based classrooms. Teachers use essential questions or learning targets to frame student learning and reference standards throughout the lesson. Standards are posted for easy reference. Teachers also incorporate the use of activating strategies to engage or hook students to the day's learning. Through differentiated instruction and the use of flexible grouping, teachers strive to meet the needs of all students in their classroom. Teachers are also expected to: provide immediate feedback, engage in guided practice before independent practice, relate instruction to real-life events, incorporate rigor, and engage students in conversations about their learning.

Research:

- Common Core Standards
- Lucy Calkins-Pathways to the Common Core
- Robert Marzano-Classroom Instruction that Works
- Ann Davies—Making Classroom Assessment
- GLISI

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 protected math and reading blocks in daily lessons.



Georgia Department of Education
Title I

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

Schoolwide/School Improvement Plan -2014-2015

(See also School's Balanced Scorecard for specific plan based on data)

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

Establish daily intervention times within daily instruction.
Utilize the intervention teachers and paras for struggling students in the areas of math and reading to provide additional interventions in their week areas as identified through Renaissance Learning STAR Early Literacy progress monitoring.
Incorporating Number Talks into math lessons to provide additional support for number sense development.
Incorporating math performance tasks K-2 (one per nine weeks).
Utilizing GYSTC (Georgia Youth Science and Technology Centers) to perform monthly science experiments with students K-2.

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:
Teachers implement standards-based classrooms. Teachers use essential questions or learning targets to frame student learning and reference standards throughout the lesson. Standards are posted for easy reference. Teachers also incorporate the use of activating strategies to engage or hook students to the day's learning. Through differentiated instruction and the use of flexible grouping, teachers strive to meet the needs of all students in their classroom.

Students participating in the Early Intervention Program (EIP) are served through the reduced class-size model in Kindergarten and through the augmented model in grades 1-2. The ultimate goal is for the EIP students to "catch-up" during the year. These students receive assistance through daily intervention times with the homeroom teacher in Kindergarten where a paraprofessional is also available to provide assistance. In first and second grades a certified teacher pushes-in to a classroom and works with the identified EIP students in small groups within the regular education classroom.

Students with disabilities (IEP) are served in the Least Restrictive Environment (LRE). Currently, we are striving to serve our special needs students through the employment of the coteach or collaborative models of instruction. Students who need significant help are also served through pull-outs to receive targeted instruction aimed at closing any knowledge or skills that are deficient.

Students on SST are monitored by SST teams and grade level teams work with the school counselor and LSS to identify needs, strategies, and interventions for individual students. The school counselor works to identify any screening assistance that can be done to help identify and substantiate any weaknesses that need intervention.



Georgia Department of Education
Title I

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

Schoolwide/School Improvement Plan -2014-2015

(See also School's Balanced Scorecard for specific plan based on data)

All students are monitored through Renaissance Learning STAR Early Literacy to evaluate student performance at the beginning, middle, and end of the year benchmarks. Students served through the reading and math intervention labs participate in various interventions designed to close the gap with their knowledge and skills. Students are monitored through common unit assessments and other forms of formal and informal data.

*3. Instruction by highly qualified professional staff.

*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.)

Response:

LCPS will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. Each year, the district's personnel department and school administration recruit highly qualified teachers through job fairs and university visits. Efforts are made to retain educators through a strong professional development program and the assignment of mentor teachers. Currently, only one teacher on the LCPS faculty is not highly qualified.

Teachers who acquire instructional deficiencies are given a professional development plan outlining the requirements, dates, and expected outcomes. Pre and post year conferences are conducted to follow through with the timeline of these educators.

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

Response:

A. We have included teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs. For example . . . (Be specific)

Math fluency (addition and subtraction number facts) continues to be a weakness for our students as well as choosing the appropriate operation when problem solving. Teachers will implement Number Talks into lesson plans and participate in school wide math facts



Georgia Department of Education
Title I

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

Schoolwide/School Improvement Plan -2014-2015

(See also School's Balanced Scorecard for specific plan based on data)

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

incentive. Grade levels meet to discuss student performance on common unit assessments, benchmark assessments, and STAR data. In order to address transition between the primary school and elementary school, grade 2 teachers will participate in professional learning designed to expose teachers to grade 3 math standards or K-5 math standards and assessment.

The Common Core State Standards require a continued focus on rigor and relevancy. Rigor and relevancy will be addressed through monthly professional learning sessions during grade level planning time facilitated by the LSS, principal, and assistant principal. This year LCPS will revisit the key components associated with math talks. The LSS will visit all teachers during their math block to observe teachers as they implement Number Talks. The LSS will debrief with teachers and grade levels to identify strengths and weaknesses.

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

Teachers will continue to meet in grade level professional learning communities as well as whole faculty meetings to learn ways to improve teaching and learning. Additional days of grade level planning are provided as the budget will fund to include substitute teaches to allow all teacher the opportunity to update the scope and sequence for their content and grade level of study.

Teachers will also continue to work at disaggregating data of common assessments to identify areas of student strengths and weaknesses. This data is shared at grade level planning meetings to identify trends and patterns across all teachers and therefore all students. This allows for the plan-do-check-act cycle to work at the curriculum, instruction, and assessment levels.

Familiarization with the Common Core State Standards continues to be a focus. Teachers continue to implement Number Talks and incorporate more text complexity into reading instruction.

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)

Learning Support Specialist (LSS) meets with teachers on a weekly basis to focus on CCSS, Professional Learning, and data to support effective intervention strategies.

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



Georgia Department of Education
Title I

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

Schoolwide/School Improvement Plan -2014-2015

(See also School's Balanced Scorecard for specific plan based on data)

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

During weekly professional development, the faculty continues to build, complete and administer common assessments. The teachers, LSS, and administration will analyze the data from the benchmark assessments and make informed decisions about each student. Progress monitoring data will be collected and used to inform us of the instructional changes that need to take place daily in the classrooms. This will identify students who are proficient and who need remediation. SLO assessments are administered in the Fall and Spring in order to track a student's progress or growth in K-2 Reading and English Language Arts, 2nd grade Art and Music, and Kindergarten Physical Education.

*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 . . .

Parents participate in the planning, review, and improvement of the comprehensive school program by sharing input regarding the overall aspects of the school. Parents are invited to participate by giving input regarding this SIP several times throughout the year through Title I parent input meetings, school council, PTCO, and informational sessions with the principal quarterly.

B. We have developed a parent involvement policy included in our appendices that
➤ **includes strategies to increase parental involvement (such as family literacy services)**

Each year the district's parent coordinator conducts professional learning with teachers aimed at increasing parent involvement in schools. Throughout the school year, parents participate in literacy and math curriculum nights aimed at exposing parents to what their child is learning in school. Teachers and the LSS identify strategies with parents to improve reading and math fluency as well as share resources to provide support.

Based on parent permission, all students are offered the opportunity to participate in a fluoride dental program, which is provided by the Department of Human Resources. Based on parent permission, all students are offered the opportunity to participate in a flu vaccination program implemented through the local Health Department.

A school-based project, Village Reader, provides the school with community volunteers who meet with PreK students and reads them a story. Volunteers meet with students at least once per month beginning in the Fall.

Regular PTCO meetings are held in the evening with snacks to bring parents, faculty,



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

Georgia Department of Education
Title I

Schoolwide/School Improvement Plan -2014-2015

(See also School's Balanced Scorecard for specific plan based on data)

and the community tougher. Parent literacy and math nights are provided to foster and support early acquisition of both literacy and numeracy skills. We also host an annual Empty Stocking Food Drive to collect non-perishable food for needy families in the community. These food items provide meals for more than 250 families in our communities which often include many of the students at LCPS who donate goods to the food drive.

Weekly tasks including Tuesday folders, newsletters, and signed agenda encourage communication with parents. Monthly student of the month luncheons also encourage parent participation.

➤ **describes how the school will provide individual student academic assessment results, including a interpretation of those results**

Parent conferences will be conducted at least two times a year with all students. Report cards will go home every nine weeks to inform parents of their student's progress. Progress reports are sent home at the 4 ½ weeks midpoint of the nine weeks. Teachers in grades K-2 send home a preview of the upcoming nine weeks curriculum (Nine Weeks Essentials) to parents to inform them about upcoming curricular skills and standards.

➤ **makes the comprehensive schoolwide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)**

All parents are invited to attend meetings of the School Council through newspaper and webpage postings, and notices posted in the entry areas of the school. All parents are encouraged to attend activities at the school through parent newsletters, flyers, SchoolMessenger calls, and the school website. SchoolMessenger is a computerized telephone contact system that is utilized to alert parents daily of the child's absence from school and of upcoming events at our school. Parent conference times are scheduled during the team teachers planning or after school. Through our counselor, parents can request a conference at any time to discuss their child's grades, assessments, and progress.

Quarterly parent involvement meetings are provided by the system parent coordinator along with the guidance counselor and principal to provide important training and guidance to our parents to help increase their levels of involvement within their child's education. These meetings serve as an opportunity for parents to have input about events within the school.

All information from the office is sent home through the blue Tuesday folder each week.

➤ **compacts required – include with policy**

Title 1 Compacts are discussed and sent home during the Title 1 informational meeting including the Parent's Right to Know document.



Georgia Department of Education
Title I

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

Schoolwide/School Improvement Plan -2014-2015

(See also School's Balanced Scorecard for specific plan based on data)

➤ **Parent Involvement checklist included**

*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 . . .
PreK students will visit Kindergarten classrooms in April to meet and greet the teachers and to see what Kindergarten entails. These students will spend some time in the Kindergarten classroom to get a feel for what Kindergarten is like.
In May, second grade students will take a walking field trip to the Elementary school to make the transition to third grade more efficient. A parent night is scheduled to inform parents of policies and procedures of the Elementary school.

*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 . . .
Through weekly grade level planning meetings, professional learning meetings, and assessment meetings teachers have the opportunity to create quality assessments and disaggregate student test data. Teachers are valuable in this process because they know their students best. Results are shared at quarterly data meetings, faculty meetings, leadership team meetings, common planning teams, and monthly grade level meetings, weekly meetings with the Learning Support Specialist. There is value in meeting weekly with the LSS. This is important because instructional time is maximized because instructional decisions are made in a timely manner.

*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



Georgia Department of Education
Title I

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

Schoolwide/School Improvement Plan -2014-2015

(See also School's Balanced Scorecard for specific plan based on data)

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.

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

Response:
The system LEA coordinators monitor the federal programs at all schools. The staff of LCPS is always seeking opportunities to utilize and coordinate resources within the school system and community. Title I, state, and system funds are used to serve children who are below expected achievement levels. Supplemental services for traditional underserved children and their families, including homeless and migratory children, are provided through system social workers, school counselors, and through other Lamar County resources like the Lamar County Family Connection, the Department of Family and Children Services, and community after-service providers. The school counselor coordinates these services to avoid fragmentation and overlap to increase program effectiveness. There are no existing shelters or facilities for homeless students located within the LCPS attendance area. Other students are identified if they meet the homeless criteria as outlined in the McKinney Act. This is done by clerical or administrative staff upon registration, or by counselors, teachers, or system social workers during the school year.

Other programs state/local programs include: Early Intervention Services (EIS), Early Intervention Program (EIP), EL, RtI, Flu Shots, and Dental Screenings

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

Response: Professional development, resources, technology, curriculum
Griffin Regional Education Service Agency (GRESA) provides professional learning opportunities for our staff both at GRESA and within our building. We work collaboratively with GRESA through projects like the coteach project and Number Talks. Title I funds are crucial to the support of our students and are utilized to provide:

- A Learning Support Specialist (LSS)
- Salary for the reading intervention lab paraprofessional
- Technology such as student computers for computer labs (new and replacements), replacement bulbs, and ActiveBoards.
- Classroom materials and supplies
- Professional Development
- Partnership with Georgia Youth Science and Technology Centers (GYSTC) to perform science experiments with K-2 students.

Title II funds are used to recruit Highly Qualified teachers and to retain them through professional learning. Both Title I and Title II funds are utilized to pay for professional learning



Georgia Department of Education
Title I

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

Schoolwide/School Improvement Plan -2014-2015

(See also School's Balanced Scorecard for specific plan based on data)

as reflected in the SIP. Student test data are used to determine weaknesses in curriculum and strategies that can identify teacher training needs. All decisions on funding are driven by school improvement goals.

Funding is discussed by all stakeholders and this is accomplished through meetings of the Leadership/Better Seeker Team, School Council, grade level teacher team meetings, and monthly faculty meetings. In addition, three parent nights are conducted during the year to provide an opportunity for parents to communicate with teachers and each other about school improvement issues and individual student progress. Parents and teachers also communicate through email and a daily student agenda. We contact parents through our website, SchoolMessenger, telephone calls, email, and face-to-face student and parent conferences. The LCPS school improvement plan is on our school website and in the office for any stakeholder, including parents to review.

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:

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

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.)

Classroom intervention times, intervention labs, Study Island Math, & Education City

Response:

We provide activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement have access to timely individual assistance. Homeroom teachers have a specific time devoted to interventions. During this time teachers can provide remedial assistance to students through flexible grouping or one-on-one groupings. These students also have access to reading and intervention labs where paraprofessionals work with students in deficient areas.

Students are also provided opportunities to retest as needed. If teachers see evidence through a low or failing grade that students had difficulties, teachers will reteach the material and retest students to provide additional opportunities to succeed.

During Behavior Intervention Lab (BIL), students receive the appropriate help with keeping up with their daily assignments so that they don't fall behind due to an alternate placement for



Georgia Department of Education
Title I

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

Schoolwide/School Improvement Plan -2014-2015

(See also School's Balanced Scorecard for specific plan based on data)

inappropriate behavior.

Teachers also provide opportunities for students to access online programs aimed at skill building. Some of these resources include Study Island and Education City.

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

Response:

Through consistent progress monitoring using STAR Early Literacy, students' difficulties are identified in a timely manner. Teachers monitor students on a weekly basis. Teachers also use multiple sources of data to identify students' having difficulties. This could take the form of office referrals, unit assessments, or attendance data.

Grade level RTI teams, SST meetings, EIS, EIP, and teacher/parent meetings identifying student weaknesses are critical. Counseling sessions with students and parents are also a positive way to identify students who are in need.

The SST process is in place as well as the pyramid of interventions that are monitored by the counseling office to ensure that students, parents, and teachers are meeting to discuss and meet the needs of every student.

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

Response:

LCPS will ensure and provide periodic training for teachers in the identification of areas where students are struggling. The Leadership/Better Seeker Team will look at state assessment data, discipline data, attendance data, and socio-economic data to make sure that all teachers are being provided the necessary skills and information needed to address all students within our school. We will take advantage of the courses offered by Griffin RESA as well as the professional learning offered by our own LSS and administration to ensure that the students' needs are being met. We will also send teachers and paraprofessionals to applicable trainings around our state.

All teaches are trained on regarding the WIDA "Can Do" standards. The district EL teacher provides an overview of the "Can Do" descriptors and the instructional strategies to help students within and outside of the classroom.

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:



Georgia Department of Education
Title I

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

Schoolwide/School Improvement Plan -2014-2015

(See also School's Balanced Scorecard for specific plan based on data)

Teachers are required to hold 2 parent conferences per year (Fall/Spring). Students with an SST will have more meetings throughout the year to monitor progress. Teachers will use data from multiple sources to monitor students' progress towards mastery of the standards and provide suggestions and strategies to parents to improve students' areas of academic weakness. Teachers refer parents who need additional assistance to the district school social worker. Teachers are also provided with School Social Work Services Quick Reference Card.

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

Response:
Student assessment results and interpretations of results are reported through the nine week report cards, midterm progress reports (sent home every four to five weeks), parent conferences, SST meetings, and Tuesday folders.

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

Response:
Progress monitoring and benchmark assessments of STAR Early Literacy/Math and Study Island are instantly scored for teachers to have access to student progress levels. The LSS will also facilitate data meetings and content meetings. The LSS uses this data to drive professional development for the teachers.

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

Response: LCPS uses STAR Early Literacy/Math research based software to monitor student progress. These tools provide software reports to show us how students are performing relative to their peers.

13. Provisions for public reporting of disaggregated data.

Response:
All data are reported to staff and parents. Data is reported on the website, through the Balanced Score Card, and is present in the school data room. A link to the CCRPI is available to parents through our school website. Parents can access school information and performance on the CCRPI in this manner.

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:



Georgia Department of Education
Title I

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

Schoolwide/School Improvement Plan -2014-2015

(See also School's Balanced Scorecard for specific plan based on data)

This plan is changed based upon the need of the students and faculty at LCPS. The changes in the Common Core Curriculum will drive our professional development as we prepare our students for state assessments. We understand that this plan must be a working document that will grow and change with year data results. As we study and collect data to identify our school's strengths and weaknesses, we can continue to make data driven decisions that lead to school improvement.

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).

Response:
The development of this plan included all stakeholders of LCPS. Stakeholders include administrators, faculty, staff, and other community members were involved in the development and implementation of the plan.

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

Response:
Copies of the school improvement plan are located at the school, on the school webpage, and at the local school board office.

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: Translated copies are made available upon request. Google Translate will be used for as needed to translate into home languages as needed.

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

Response: Yes



Georgia Department of Education
Title I

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

Schoolwide/School Improvement Plan -2014-2015

(See also School's Balanced Scorecard for specific plan based on data)

ADDENDUM

Parent Involvement Plan Parent Compact