



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: <i>J. K. Harper Elementary School</i>	
School Mailing Address: <i>520 Fletcher Street Thomasville, Georgia 31792</i>	
LEA Name: <i>Thomasville City Schools</i>	
LEA Title One Director/Coordinator Name: <i>Bill Settle</i>	
LEA Title One Director/Coordinator Signature:	Date: <i>August 8, 2013</i>
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**2013 – 2014 Harper Elementary School
 Title I Schoolwide/School Improvement Plan**

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

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

Demographic Data

<i>Enrollment</i>	<i>Pk</i>	<i>KK</i>	<i>1st</i>	<i>2nd</i>	<i>3rd</i>	<i>4th</i>	<i>5th</i>
<i>Total # Students</i>	86	88	82	79	87	68	56
<i>African-American</i>	539						
<i>Caucasian</i>	5						
<i>Male</i>	281						
<i>Female</i>	265						
<i>SWD</i>	65						
<i>Gifted</i>	1						

Perception Data

Harper Elementary administration conducted a needs assessment survey in January 2013. Approximately, four hundred twenty-five surveys were distributed to students in grades K-5. Three hundred eleven surveys were returned. This survey provided parents' perception in regards to the following areas: workshops/classes, quality of the instructional program, and parent/teacher communication. Feedback from the survey revealed the following results:

- *Ninety-five percents of parents indicated that the school does an excellent job of informing parents with information regarding their child(ren)'s academic progress;*
- *Thirty-six percent of parents expressed a desire for the school to expand parent workshops/meetings to include the following topics;*
 - a. Study skills (51%)*
 - b. Reading (42%)*
 - c. Homework (39%)*
 - d. Test-taking (36%)*
 - e. Math (35%)*
 - f. Responsibility (35%)*
- *Forty-eight percent of parents indicated that their work schedule prevented them from attending school-sponsored meetings and/or activities. Nineteen percent indicated transportation was a factor. Only twelve percent indicated that meeting times were not convenient for them to attend school-sponsored meetings and/or activities.*
- *Eighty-one percent of parents believes that all students in the school have the same opportunity for a good education.*



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2013 CRCT Achievement Data

Third Grade

	Reading	ELA	Math	SC	SS
<i>Number Tested:</i>	73	75	74	77	77
Did Not Meet	24.7%	24.0%	27.0%	39.0%	31.2%
Meets	58.9%	66.7%	56.8%	52.2%	63.6%
Exceeds	16.4%	9.3%	16.2%	7.8%	5.2%
M + E Combined	75.3%	76.0%	73.0%	61.0%	68.8%

Fourth Grade

	Reading	ELA	Math	SC	SS
<i>Number Tested:</i>	56	56	56	56	56
Did Not Meet	7.1%	14.3%	10.7%	41.1%	25.0%
Meets	69.6%	64.3%	67.9%	48.2%	66.1%
Exceeds	23.2%	21.4%	21.4%	10.7%	8.9%
M + E Combined	92.9%	85.7%	89.3%	58.9%	75.0%

Fifth Grade

	Reading	ELA	Math	SC	SS
<i>Number Tested:</i>	45	45	45	47	47
Did Not Meet	17.8%	15.6%	20.0%	51.1%	63.8%
Meets	73.3%	66.7%	62.2%	38.3%	31.9%
Exceeds	8.9%	17.8%	17.8%	10.6%	4.3%
M + E Combined	82.2%	84.4%	80.0%	48.9%	36.2%

SWD

	Reading	ELA	Math	SC	SS
<i>Number Tested:</i>	5	6	5	10	10
Did Not Meet	100.0%	66.7%	40.0%	90.0%	90.0%
Meets	0.0%	33.3%	60.0%	10.0%	10.0%
Exceeds	0.0%	0.0%	0.0%	0.0%	0.0%
M + E Combined	0.0%	33.3%	60.0%	10.0%	10.0%



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

1. Collected and Analyzed Student Performance Data

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

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

A. Determined root causes of achievement gaps among subgroups;

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

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

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

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

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

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

Harper's schoolwide/school improvements plan is data driven. Benchmarks for improvement are established for all students in the school in the areas of English language arts/reading, math, writing, science and social studies. Measureable targets for the 2013-14 school year are as follows:

- *Percentage of students taking the CRCT in Reading will improve by 10 percentage points.*



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- *Percentage of students taking the CRCT in Math will improve by 10 percentage points.*
- *Percentage of Students with Disabilities taking the CRCT, CRCT-M, and GAA will improve their overall performance by 10 percentage points.*
- *Percentage of students scoring at levels 2 and 3 on the Fifth Grade Writing Assessment will increase by 20 percentage points.*

Additionally, a thorough examination of Harper's achievement data revealed the need to increase the percent of students meeting and exceeding state standards on the Grade 5 Georgia Writing Assessment (GWA) and in Science and Social Studies as measured by the CRCT. Greater emphasis on the writing process and students' ability to comprehend informational text should positively impact student performance in these areas.

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

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

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

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

- **Major Strengths**

Overall student achievement has continually improved. In reading, we found the school's main strengths to be fluency, vocabulary acquisition and literary comprehension. The school also showed growth in all domains of math.

- **Major Needs**

The areas of needs improvement in reading/English language arts include comprehending informational text, making inferences, developing critical thinking skills, and generating student writing according to the State's writing rubrics.

- **Specific Academic Needs**

Specific academic needs addressed in the program plan for reading includes developing vocabulary and critical thinking skills, making inferences and comprehending informational text; the specific needs in English language arts are the development of ideas and organizational structures in the writing process; and the specific academic area addressed in math is problem-solving.

- **Root Causes**

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



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G. Measurable goals/benchmarks have been established to address the needs of identified subgroups in the school population. These goals are as follows:

- Increase the percent of *All Students* meeting/exceeding on the Grade 5 GWA from **43%** to **52%**.
- Increase the percent of *All Students* meeting/exceeding standards on the CRCT in Reading/ELA from **82.9% to 92.9%**.
- Increase the percent of *Black* students meeting/exceeding standards on the CRCT in Reading/ELA from **82.9 % to 92.9%**.
- Increase the percent of *Economically Disadvantaged* students meeting/exceeding standards on the CRCT in Reading/ELA from **83.9% to 93.9%**.
- Increase the percent of *All Students* meeting/exceeding standards on the CRCT in math from **80.0% to 90.0%**.
- Increase the percent of *Black* students meeting/exceeding standards on the CRCT in math from **79.3% to 89.3%**.
- Increase the percent of *Economically Disadvantaged* students meeting/exceeding standards on the CRCT in math from **80.6% to 90.6%**.
- Increase the percent of *All Students* meeting/exceeding standards on the CRCT in science from **56.9 % to 66.9 %**.
- Increase the percent of *Black* students meeting/exceeding standards on the CRCT in science from **57.7% to 67.7%**.
- Increase the percent of *Economically Disadvantaged* students meeting/exceeding standards on the CRCT in science from **55.0 % to 65.0 %**.
- Increase the percent of *All Students* meeting/exceeding standards on the CRCT in social studies from **61.4 % to 71.4 %**.
- Increase the percent of *Black* students meeting/exceeding standards on the CRCT in social studies from **61.9 % to 71.9 %**.
- Increase the percent of *Economically Disadvantaged* students meeting/exceeding standards on the CRCT in social studies from **59.7 % to 69.7%**.
- Increase the percent of *Students with Disabilities* meeting/exceeding standards on the CRCT in Reading/ELA from **33.3 % to 43.3%**.
- Increase the percent of *Students with Disabilities* meeting/exceeding standards on the CRCT in math from **60.0 % to 70.0%**.
- Increase the percent of *Students with Disabilities* meeting/exceeding standards on the CRCT in science from **10.0 % to 20.0%**.
- Increase the percent of *Students with Disabilities* meeting/exceeding standards on the CRCT in social studies from **10.0 % to 20.0%**.

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

2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.



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A. Identify ways in which we will address the needs of all children in the school, particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standard.

In order to provide opportunities for all students to reach proficiency on the State's academic content and achievement standards, research-based strategies have been implemented. Within all grade-levels, curriculum maps were developed for the Common Core Georgia Performance Standards (CCGPS) to ensure that students are consistently receiving a high quality standards-based curriculum. Teachers utilize a variety of assessments to determine the strengths and weaknesses of their students in order to monitor learning and adjust instruction. Grade-level planning allows time for teachers to engage in collaboration and/or job embedded professional learning. Additionally, the school will continue to employ a literacy coach to provide teachers with the implementation of standards-based and data-driven instruction at the classroom level.

2(b). Schoolwide reform strategies are based upon effective means of raising student achievement.

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

The following improvement strategies have been implemented:

- *Common Core Georgia Performance Standards/Georgia Performance Standards in all content areas for students in grades K-5;*
- *Common planning time for grade level collaboration and professional learning communities;*
- *School Data Team to disaggregate and monitor test data to identify areas of improvement;*
- *Positive Behavior Intervention and Support (PBIS) to teach students how to make appropriate choices to avoid conflicts and accept responsibility for their behavior;*
- *On-going professional learning on instructional programs/strategies (Common Core Performance Standards, Learning-Focused, SRA Direct Instruction, DIBELS, Response to Intervention, Accelerated Reader Program, iLearn Math, Inclusion, standards-based classrooms and differentiated instruction);*
- *Dynamic Indicators of Basic Early Literacy Skills (DIBELS) screening and weekly reading and math probes for progress monitoring;*
- *Literacy coach to assist teachers and administration with instruction and the overall operation of the school;*
- *Computer lab staff member to provide additional support to students in math;*
- *Volunteer and Mentoring Program to enhance student learning;*
- *After-school tutorial program to provide supplemental reading and math instruction to students in grades 3-5;*
- *CRCT Summer School program to students in grades 3-5 who do not meet minimum grade-level standards in reading and math; and*
- *Online Assessment System and Thinkgate benchmark assessments to diagnose students' strengths and weaknesses and to provide opportunities for enrichment and remediation.*



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

C. School staff works diligently to increase the amount and quality of learning time through numerous means.

Instructional methods utilized by teachers to obtain this goal include direct instruction, hands-on and independent learning, interactive instruction, the Early Intervention Program (EIP), small group/individualized instruction, cooperative groups, rubrics, student conferences, manipulatives, performance tasks, learning stations, and reading/writing across the curriculum.

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).

D. Harper School provides multiple opportunities for all students, regardless of their subgroup, to meet and exceed state standards that are tested on the CRCT.

STAR Reading, STAR Math, GA OAS benchmarks, and DIBELS screenings are conducted three times per year on all students in grades 1-5. Results from these assessments are used to help teachers identify those students who need interventions in reading and/or math. Additionally, the weekly progress monitoring allows them to document students' progress toward meeting the targeted learning goals.

2(e). Must include documentation to support that any educational field trip used as an instructional strategy is aligned to the comprehensive needs assessment found in the schoolwide plan and must be connected to the support of assisting students to achieve proficiency or advanced status in relation to the State Academic content standards. Documentation must be provided during the budget approval process. Required based on FY12 US ED monitoring.

E. Harper Elementary does not plan to use Title I funds to support field trips at this time.

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

- *All certified staff members meet the criteria of the highly qualified teacher under the Elementary Secondary Educational Act. All teachers teach within their certified areas.*
- *The certified teaching staff provides an average of fourteen years of teaching experience. Eight teachers have baccalaureate degrees. Twenty teachers have master's degrees, three teachers have specialist's degrees, while one holds a doctoral degree. In addition, several teachers have reading, math, science, gifted and/or ESOL endorsements.*
- *All of Harper's paraprofessionals have met the highly qualified requirements of NCLB.*



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

A. Strategies to attract and retain highly qualified teachers include:

- *Offering local supplement to teachers' state base salary;*
- *Assigning mentor teachers to all teachers new to the school;*
- *Providing opportunities to participate in continuous improvement through graduate and professional development;*
- *Providing additional support to new teachers in enhancing their performance through the literacy coach; and*
- *Attending job fairs to challenge highly qualified teachers to work in high-needs schools in order to make a positive impact on economically disadvantaged students.*

***4. Professional development for staff to enable all children in the school to meet the State academic content and achievement standards.**

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.

Harper's schoolwide/school improvement plan supports a rigorous academic culture by outlining a variety of professional learning opportunities to address both the individual and collective needs of all school staff. Many of these professional learning activities are job-embedded and include, but not limited to, district/school collaborative planning meetings, participation in local and regional-level workshops, school-level professional learning communities and staff in-service. Specific professional development activities include:

- *Common Core Georgia Performance Standards*
- *SRA Reading Mastery*
- *DIBELS/Differentiated Reading Instruction*
- *Positive Behavior Intervention and Support (PBIS)*
- *ABE*
- *Standards-based Instruction*
- *Learning-Focused Instructional Model*
- *Twenty-first Century technology training, i.e., SmartBoards, Thinkfinity, Learning Village, document cameras, ipads.*
- *Science and Math Endorsements*
- *State Longitudinal Data System (SLDS)*
- *iLearn*
- *PD 360*
- *Thinkgate Data Management Program*
- *Renaissance Place (STAR Reading and Accelerated Reader Program)*
- *Teacher Keys Evaluation System (TKES)*



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

Professional learning is correlated to the implementation of standards-based classrooms. Best practices include differentiated reading instruction, vocabulary development, critical thinking skills, reading and writing across content areas, classroom management and inclusion/co-teaching. Professional learning is collective and/or individualized through the District, Southwest Georgia RESA, Georgia Learning Resource Services (GLRS), PD 360^o and local colleges.

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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



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***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.**

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

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

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

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

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

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



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

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

B. *Resources from Title I and other sources are used for the sole purpose of increasing student achievement, meeting other needs that impact student achievement and increasing parent involvement in their children's education as presented in this document.*



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

C. *Harper Elementary School does not benefit from the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.*

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

9. *The staff at Harper believes the implementation of research-based strategies and reform models are paramount to meeting the needs of at-risk students. Furthermore, it is essential for teachers to ensure that students' difficulties are addressed in a timely manner. Therefore, the school utilizes the following measures:*

- *Learning-Focused Schools Model and Common Core Georgia Performance Standards to create standards-based classrooms;*
- *SRA Reading Mastery and Corrective Reading Programs, Rainforest, SRA Number Worlds, and iLearn Math to remediate and accelerate reading and math skills;*
- *Flexible groupings and differentiated instruction based on student needs; and*
- *Pyramid of Interventions and Response to Intervention processes to provide academic and behavioral support to students experiencing difficulties and/or performing below grade level;*

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

A. *To ensure low performing students are provided the support needed to meet proficient or advanced levels of academic achievement, the school utilizes the following measures:*

- *Diagnostic assessments to collect baseline data and document students' growth, which include DIBELS, STAR Reading and STAR Math;*
- *Academic progress monitoring of all students using formative and benchmark assessments and formal and informal observations to provide immediate feedback;*
- *Disaggregated data analyses from benchmark assessments, standardized and norm-referenced tests to provide data-driven instruction; and*
- *Weekly and/or bi-weekly progress reports to communicate on-going progress to parents.*

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

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



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

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

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

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

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

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

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

11. The collection and disaggregation of achievement data and assessment results for students are addressed through the following methods:

- a. *Using PowerSchool Data Management Warehouse, school staff can access the State's Longitudinal Data System (SLDS) to view various data reports that have been disaggregated by students, class, gender, etc.*
- b. *During the first month of school, individual teachers are required to create a class profile for their student body. Using school summary reports, teachers disaggregate CRCT data in each content area in order to identify strengths and weaknesses by domains. By actively participating in the process of analyzing student data, teachers have the opportunity to identify the specific domains in each subject that should receive intense instructional emphasis.*
- c. *Data from a universal screening (DIBELS) assist teachers in identifying which students are in need of specific interventions. Ongoing progress monitoring enable teachers to determine the effectiveness of strategies and supplemental programs used to address students' learning needs.*



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- d. *State and local benchmarks are administered throughout the instructional year to monitor students' progress toward mastering the CCGPS/GPS. Results of these assessments are used to help teachers make data-driven decisions to adjust instruction in order to meet the academic needs of their students.*
- e. *In addition, Harper has an effective data team process to assist with monitoring student achievement. A team of teachers and administrators meets regularly to disaggregate, analyze, and study the different types of data to assess the school's progress toward meeting targets identified in the school improvement plan.*

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

- 12. *Test developers make provisions to ensure national, state and/or researched-based assessments are valid and reliable. Specific assessments include: ITBS/CogAT, CRCT, GAA, GKIDS, Georgia Writing Assessment (Grade 5), ACCESS for LEP (Limited English Proficient), DIBELS and state benchmark assessments. Staff members who assist with these assessments receive small group training on the administration guidelines to ensure that the testing process is standardized.*

Assessment results are analyzed at both system and school levels to identify strengths and weaknesses in student performance. At the school level, a strategic process is utilized to guide teachers through the practice of examining and analyzing assessment results down to the classroom level to plan and adjust instruction.

13. Provisions for public reporting of disaggregated data.

- 13. *The Superintendent of Schools reports district and school-level test data to the public through the media and the system's website. Additionally, test data is reported to the community and other stakeholders during Parent-Teacher Organizational (PTO) meetings, School Advisory Council meetings, CRCT/GKIDS Parent Workshop and teacher-parent conferences. Additionally, state assessment data is communicated annually by the Georgia Department of Education in the school's CCRPI report and by the Governor's Office of Student Achievement.*

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.

- 14. *Harper's Title I Plan was initially developed by the school's Leadership Team. The schoolwide/school improvement plan is reviewed and updated annually by teachers and administrators, with input from parents. Revisions regarding the actions, strategies and interventions to support continuous improvement initiatives are based on the collection of different types of data throughout the year.*



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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).

15. The school's Leadership Team is the organizational body that is responsible for developing, implementing and monitoring the Title I schoolwide/school improvement plan. This team consists of administrators, teachers, paraprofessionals, and parents. Additionally, the School Council, which consists of parents and community representatives, and the Parent Advisory Council reviews the plan and provides feedback relative to the needs that they feel should be addressed.

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

16. Harper's Title I schoolwide/school improvement plan is distributed to parents at the annually Title I Night which is held during the first month of school. The plan can also be accessed on the school's website throughout the year. Stakeholders can obtain a copy of the plan from the school administration.

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.

17. English is the primary language of all students and parents at Harper Elementary School. However, in the past and, should the need arise in the future, the school will provide translated communications, services and resources to students and parents with limited English proficiency. Additionally the ESOL teacher is available to assist with this process.

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

18. Harper's Title I Plan is subject to the School Improvement Provisions of Section 1116. Under Georgia's new accountability guidelines, the Elementary and Secondary Education Act (ESEA) Flexibility Waiver of 2012, Harper Elementary School is not identified as a Needs Improvement School.