



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

School Name: E. R. Jerger Elementary School	
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SWP Template Instructions

Notes:

- All components of a Title I Schoolwide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists all components/elements marked as “Not Met” need additional development.
- Please add your planning committee members on the next page.
- The asterisk (*) denotes required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).
- Please submit your School Improvement Plan as an addendum after the header page in this document.



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Planning Committee Members:

NAME	POSITION/ROLE
Lawana Rayburn	Principal
Sherry Parke	Assistant Principal
Emily Newman	Literacy Coach
Natalie Sullivan	Pre-K Teacher
Lisa Singletary	Kindergarten Teacher
Cheryl Clawson	1st Gr. Teacher
Cassie Cook	2nd Gr. Teacher
Vikki Jones	3rd Gr. Teacher
Dee Renfroe	4th Gr. Teacher
Allison Dewell	5th Gr. Teacher/Technology Team
Julie Feinberg	Special Education/Interrelated Teacher
Chandra Blake	School Counselor



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SWP 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 administrators, literacy coach, teachers **and School Council members**. Other stakeholders have had the opportunity to view **and have input** on our School Improvement Plan via the Jerger website.
- B. We have used the following instruments, procedures, or processes to obtain this information; open-ended communication and discussion, faculty meetings and **School Council meetings**. (Be sure to use brainstorming as a strategy for Needs Assessment.)

The following national and state mandated tests are used at Jerger Elementary School: Criterion-Referenced Competency Tests (CRCT), Criterion-Referenced Competency Tests Modified (CRCT-M), Georgia Alternate Assessment (GAA), the Iowa Test of Basic Skills (ITBS), Georgia Kindergarten Inventory Developing Skills (GKIDS), **CoGAT, NNAT** and the Georgia Writing Assessment (GWA). In addition, student performance data is collected and monitored using STAR Reading, Accelerated Reader, Online Assessment System (OAS), System to Enhance Educational Performance (STEEP), **DIBELS, EDMARK** and benchmarks. To ensure all stakeholders are included in the development of Jerger's School-Wide Improvement Plan, Jerger Elementary School will conduct parent and student surveys throughout the 2012-2013 school year to collect data and feedback from these entities. The 2012-2013 school wide-plan was written for all students and groups of students which includes the subgroups of economically disadvantaged, black, and students with disabilities subgroups who are not yet meeting the state student academic achievement standards **as well as those students meeting and exceeding the state requirements**.

- 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 . . .)

Jerger Elementary School would follow all local policies and procedures to insure the needs of all migratory students.

- 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:
- Jerger teachers are provided a data notebook consisting of up-to-date CRCT, ITBS, **DIBELS** and STEEP probe results. **Throughout the school year, teachers**



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use benchmark assessments, the OAS website, and other websites to assist with needed improvements. Test scores are analyzed in order to make necessary improvement in our instruction. This information is used to provide guidance in areas of academic content need. Each teacher is also provided with the new CCGPS.

- Workshops and professional development continues to be a need as we implement the CCGPS in reading/language arts and math.
- Teachers meet regularly to discuss the requirements of the CCGPS in all subject areas and share resources.
- A new math data team, comprised of a teacher from each grade level, has been implemented.
- A literacy team has been implemented to provide leadership in reading/language arts.
- An increase in the number of students with disabilities.
- An increase in the number of students being referred to the RTI team.

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 [the Common Core Georgia Performance Standards (CCGPS)] and the State student academic achievement standards including

- All subgroups are addressed at Jerger Elementary School.

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

- The major strengths we found in our program were . . . reading/language arts – reading fluency and comprehension in the regular population including blacks and whites. The Economically Disadvantaged scores are above the state expectations – 90.6%.

(Be specific. Example: Not just Reading – Indicate Fluency, Comprehension, etc.)

In grades K – 3, we have implemented DIBELS Next. This assessing tool has provided teachers with detailed information regarding student needs. Training has been provided for DIBELS and teaching program.

- The major needs we discovered were . . .the “SWD” group in reading/language arts and all subgroups in math.
- The needs we will address are . . .reading/language arts “SWD” group, as well as, all groups in math.
- The specific academic needs of those students that are to be addressed in the schoolwide program plan will be . . .reading/language arts –comprehension and math –number and operations and measurement strands.
- The ROOTCAUSE/s that we discovered for each of the needs are. . .
 - (1) Lack of student mastery
 - (2) Lack of hands-on learning



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- (3) student disabilities
- (4) **student motivation**
- (5) **the need for more twenty-first century teaching**
- (6) **more technology is needed**

(How did you get in this situation? What are some causes?)

Methods of instruction. Students are not being taught to be critical thinkers and/or to apply what they learn. **We are trying to implement more technology instruction and student use of technology into the classroom.**

Rigor, including teaching students how to apply and analyze the information taught is critical to changing our results.

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

Reading/Language Arts:

- Increase meets and exceeding scores from 94.3% in SY '10 to 100% by SY '14. Annual benchmark will be 1.42% growth through SY '14.
- Increase the "Black" subgroup CRCT scores in reading/language arts from 88.8% in SY '10 to 100% in SY '14. Annual benchmark will be 2.8% growth through SY '14.
- Increase the "SWD" subgroup CRCT scores in reading/language arts from 71.4% to 100% in SY /14. Annual benchmark will be 7.15% through SY '14.
- Increase the "Economically Disadvantaged" subgroup CRCT scores in reading/language arts from 90.6% in SY '10 to 100% in SY 14. Annual benchmark goal will be 2.35% growth through SY '14.

Math:

- Increase meets and exceeding scores in the overall group of third, fourth, and fifth graders from 87.7% in SY '10 to 100% in SY '14. Annual benchmark will be 3.07% through SY '14.
- Increase meets and exceeding scores in the "Black" subgroup CRCT scores in math from 76.6% in SY '10 to 100% by SY '14. Annual benchmark growth will be 5.85% through SY '14.
- Increase meets and exceeding scores in the "SWD" subgroup CRCT scores in math from 60% in SY '10 to 100% in SY '14. Annual benchmark growth will be 10% through SY '14.
- Increase meets and exceeding scores in the "Economically Disadvantaged" subgroup CRCT scores in math from 79.1% in SY '10 to 100% in SY '14. Annual benchmark growth will be 7.25% through SY '14.
- **More math support and training on the CCGPS is needed to implement CCGPS with confidence and assurance.**



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***2. Schoolwide reform strategies that are scientifically researched based, directly tied to the comprehensive needs assessment and academic standards.**

Response: Reading: To address the need in reading/language arts Jerger has continues to implement the SRA Direct Instruction reading program, STEEP probes, DIBELS assessments, Curriculum Nights for Parents, EIP augmented model, Accelerated Reader program, RTI process, Leadership Team, state guided literacy program
Math: To address the need in math, Jerger has implemented a Math Leadership Team which meets regularly, developed math mastery checklists, Curriculum Nights for Parents, Accelerated Math – Math Facts in a Flash program. **We are currently using the Houghton-Mifflin as a resource for math instruction; however, apps on the IPAD and technology increase the attentiveness of the students. We need to incorporate more technology into our daily instruction. The purchasing of textbooks aligned to the Common Core Georgia Performance Standard would be helpful.**

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.

Response: The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State’s academic content and student academic achievement standard are . . . (Strategies to be used.)
Reading: To address the need in reading/language arts and math Jerger continues to implement the SRA Direct Instruction reading program, STEEP probes, DIBELS **instruction and** assessments, Curriculum Nights for Parents, EIP augmented model, Accelerated Reader program, RTI process, Leadership Team, state guided literacy program, school-wide writing prompts, Math Leadership Team, standards based report **card for math, current resources/texts and novels for the Reading/ELA units, work with other schools to coordinate Gifted services K – 5. Fourth and fifth grades receive one full day of resource. First – third grades use the collaborative. Kindergarten through fifth grades receive collaborative services during all core subjects (for differentiation)**

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

B. Response: Following (or in our appendices) are examples of the **SCIENTIFICALLY BASED RESEARCH** supporting our effective methods and instructional practices or strategies. . (Cite Research to support selected strategies.) **Jerger implements a Learning Focus model of instruction. This model does fall in line with Best Practices.**

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 . . . (Before/After school, summer school, Saturday school, block scheduling) Some “SWD” participate in the Extended Year program, January – March after school tutoring, Summer School, additional minutes of instructional time for reading/language arts and math. **Jerger would like to begin**



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

after school support beginning in August for students with specific academic needs. In grades one – three, the teachers would like to minimize transition time.

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: Administrators, literacy coach, teachers, and school psychologist develop a Data Notebook for each teacher. This notebook consists of assessment data including current CRCT, ITBS, **Dibels** and STEEP. Teachers, also use the STAR and Accelerated Reader assessments. Criteria is set to guide instructional decisions for the placement and needs of all students.

Teachers strongly feel the need for more support staff.

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.

Response: **The field trips taken are directly tied to the GPS, CCGPS, or the CCRPI Career Index. Our gifted students have the opportunity to take a trip to address their needs, as well as, the regular education students. We also provide the opportunity for a group of special needs students to have therapeutic horse riding lessons.**

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

Response: One teacher is not “highly qualified”, but is expected to meet this requirement by November 2012. The faculty at Jerger Elementary values each child’s differences academically, socially and culturally. We are dedicated to providing a learning environment that is developmentally appropriate and accommodating to all types of learners. High instructional expectations are set by the administration and monitored on a regular basis to ensure all students are receiving the rigor they deserve in the classroom. Jerger’s implementation of the state’s curriculum as well as training in strategies that are most effective in meeting the needs of diverse learners. Jerger continues to enjoy the reputation of having a family atmosphere feeling throughout its buildings.

All teachers are “highly qualified”.



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***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.) Jerger's Non-HiQ teacher will complete her Master's degree by November 2012. All other teachers are Hi-Q.

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

Response:

A. We have included teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs. For example during Curriculum Nights, teachers address ways parents may help their child(ren) with reading and math, **interactive websites and apps**, RTI process, EIP augmented classes, inclusion for SWD students and **gifted services**.

The alignment of district and school goals enables Thomasville City Schools to provide professional learning designed to support school personnel with the effective implementation of the state's curriculum. Also, professional learning is provided to assist teachers with meeting the academic and social needs of their students. Professional learning includes the following critical areas:

- **Training in-house on tier 1 and tier 2 students, maintaining records**
- Response to Intervention (RTI), progress monitoring, standards-based classrooms, differentiated instruction, inclusion/co-teaching, Learning-Focused Schools and research based strategies;
- Twenty-first Century technology training i.e., SmartBoards and United Streaming;
- Collaboration with RESA to support the implementation of strategies in the School Improvement Plan;
- Positive Behavior Interventions and Support (PBIS) School-wide Discipline Plan;
- Job embedded professional learning;
- Vertical and horizontal collaboration; and
- Disaggregation of test data with system's Test and Data Coordinator in order to identify areas of improvement.
- Weekly professional learning sessions are facilitated by the instructional coach with all teachers.
- **Autism training has been implemented with Special Needs and Regular Ed teachers.**
- **IEP Training**

B. We have aligned professional development with the State's academic content and student academic achievement standards. Jerger has developed a Math Leadership team to guide each grade level teacher of the CCGPS. **Jerger teachers need more specific resources and training for CCGPS.**



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

- 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)

Jerger addresses professional development of its teachers with the utmost priority. Title I money and school improvement money is used to provide the needed professional development of our staff. **In order to transition into a twenty-first century school, smartboards and document cameras have been provided in each classroom including the EIP and gifted rooms. Ipads and netbooks are also needed to assist with up-to-date ways to learn and motivate. Jerger also has a gifted program, after school program, summer school, ESOL teacher.**

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

Jerger teachers have participated in training such as ThinkGate which is a tool to assist in the development of assessments and the collection of the data needed to drive instruction in the classroom. An instructional coach facilitates professional learning, modeling, etc. to all teachers throughout the school year **as needed.**

***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 hosting Curriculum Nights, Open House, access to the School Improvement Plan on the Jerger's website throughout the school year.

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

At Jerger Elementary, we encourage a stakeholder family oriented environment.

We recognize our parents as valuable contributors in improving student achievement.

We focus on the following initiatives to strengthen the home – school relationship.

- Requiring parents to sign the *Home-School Compact* form indicating that all parties agree to student academic success for the current year; **Requiring parents/guardians of those students identified as “At Risk” to meet at least yearly with the teachers through the RTI**



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process.

- Implementation of the school's *Parent Involvement Policy* to increase parents' awareness of the benefits of parental involvement in the school;
- Hosting school-wide workshops on Accelerated Reader, Math expectations, and CRCT;
- Providing opportunities for parents to participate in open houses, student assemblies, fundraisers, breakfasts/luncheons;
- Utilizing the Parent Involvement Coordinator and school counselor between the community and home to help parents obtain necessary information and resources when needed;
- Collaborating with local businesses to provide rewards and incentives for student accomplishments;
- Continuation of newsletters, progress reports, flyers, and home-school communicators to support communication between parents and school;
- Development of a parent/student handbook to be sent out at the beginning of the year that includes a calendar of events for the year and academic and non-academic information;
- Involvement of parents on the School Council.
- Encouragement of parents to register for online access to their child's grades via *PowerSchool's Parent Portal* option.
- Continually updating the Jerger school website to share pertinent information with all stakeholders, **including teachers.**
- **Administration and teachers will keep information on the website current. This will include current standards, PBIS expectations, and homework expectations.**



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***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 . .

In the spring, all Pre-K students at Jerger begin visiting the kindergarten classes during story time. Jerger also sends a transition packet at the end of the Pre-K year. Parents are encouraged to attend Curriculum Night. **Our 5th grader special needs students have transitional IEP meetings. Attending these meeting are parents, teachers, and middle school personnel. Our 5th graders are also encouraged to attend the middle school Open House. The middle school guidance counselor visited Jerger to share about middle school and answer any student questions. A letter was sent home from the elementary principal inquiring about middle school plans and offering assistance.**

***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: **Teachers attend professional learning workshops, learn from each other and then discuss with administrative staff their desires. This includes designing assessments, creating lessons and using technology.**

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

Response:

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

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

Response: Thomasville City Schools coordinate all programs in accordance with state, local and federal mandates. As a Title I school, Jerger Elementary receives additional funds to support student achievement to help meet the needs of students who do not meet or exceeds grade-level standards. Pupil services and programs are integrated and coordinated by:

- Hiring highly qualified teachers, paraprofessionals, literacy coach, ESOL/ELL teacher
- Purchasing resources, supplies and materials to implement the school's instructional plan;
- **Hiring a Technology Instructional Teacher to support teachers and students integrating**



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twenty-first century instruction

- Purchasing Twenty-First century technology to support instruction; **ipads and laptops for students, ipads for teachers to assist with apps such as Edmodo, Powerschool, and ABE**
- Purchasing research-based technology to assist in the assessment of students and in the remediation of students;
- Professional learning provided for all employees;
- Economically-disadvantaged students provided free and reduced meals

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

Response: Title I resources will be used in accordance to all state and federal regulations. Title I funds are budgeted annually to meet the needs of the students as established In the school improvement plan. **Jerger teachers are ready to implement more technology into their instructional time. Technology is a part of the state curriculum standards. Technology is expected to be implemented in each grade level. Currently, each classroom has five desk top computers. Teachers and students are in need of more up-to-date technology such as IPADS and netbooks. There are many educational apps that we need to be using. The netbooks would also provide a way for our students to work partners on creating work. As part of Best Practices, summaries have proven to be a positive link to improved test scores. Apps such as extranormal are fun ways to engage students. Teachers also need books and novels to correlate with the new CCGPS. Nooks would be one way to include technology.**

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:



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

Response:

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

- Early Intervention Program Reading and Math ability grouping (smaller EIP classes, or para support in Science, Social Studies and Language Arts would be helpful)
- After school tutoring
- Summer School
- Extended School Year

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

Response: STEEP scores, CRCT, ITBS, AR, STAR reading scores, grades are reviewed on a regular basis to monitor academic growth, IEP review meetings for students receiving special education services. DIBELS, benchmarks more often, CoGAT to gather info for possible gifted services

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

Response: Professional learning is carried out throughout the entire school year to equip staff with the tools necessary to assess student needs.

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: All parent conferences should be conducted in such a way as to focus on academic achievement. Even if the conference is necessitated for other reasons, teachers are expected to connect the discussion to the student's current and future academic performance. The Response to Intervention plays an active role in each grade level. Teachers also conduct parent-teacher conferences. Teachers are expected to keep documentation of their meetings in their classrooms.

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

Response: Parent workshops are provided during the year to help parents interpret what the 'data' tells them about their child. Results of all standardized tests are sent home to the parents via the students. Jerger teachers also send home a math CCGPS math checklist at the beginning of the nine week period showing parents/guardians the CCGPS that will be taught during the nine week. There is a checklist sent home at the end of the nine week period indicating the



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degree of acquirement/mastery on the math objectives taught during the nine week period.

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

Response: Teachers are provided with current testing data. During pre-planning, all teachers are provided with a Data Notebook containing test data for each student. As data is collected, the notebook is updated and provided for teachers.

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

Response: Results of the assessments are analyzed at both school and system levels in order to identify strengths and weaknesses in the performance of our students. At the school level, teachers are guided through the practice of examining and analyzing assessment results in order to plan and adjust instruction.

13. Provisions for public reporting of disaggregated data.

Response: Jerger Elementary School's state test data is shared with the community and other stakeholders during CRCT Parent Workshop Night, Curriculum Night, School Council and there is a link on the system's website as well as the school's website to state reports regarding AYP status. The results of the research-based assessments are also communicated through parent conferences, the School Improvement Plan (SIP), and written communication to parents.

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: Jerger Elementary School's Title I Plan was developed by the school's Leadership Team. The school-wide plan is reviewed and revised annually by teachers, administrators and parents. Revisions to the plan are based on continuous improvement initiatives as well as data collected throughout the school year. Sign-in sheets for revision meetings are on file in the Title I notebook



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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).

Response: Jerger Elementary's School's leadership team is responsible for leading their grade level in **contributing to the development** of the Title I Plan. This team consists of administrators and teachers. The team is responsible for collecting and examining survey data from parents, students and community stakeholders, and teachers to develop annual goals, identifying strategies to achieve these goals, and incorporating evaluation components to monitor progress.

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

Response: Jerger Elementary's Title I Plan is made available to parents at the first Open House held annually during the first month of school. The plan can be accessed on the school's website throughout the year. A copy of the plan is also available upon request from school personnel.

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: English is the primary language of the significant percentage of students and parents of Jerger School. The school will provide translated communications, services and resources to students and parents with limited English proficiency. The EL teacher is available to assist with this process.

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

Response: Jerger Elementary School's Title I Plan is subject to school Improvement Provisions of Section 1116. The school has continued to make progress as required by the *No Child Left Behind (NCLB) Act of 2001 and now the ESEA Accountability*. Jerger met AYP for the past several years including the 2011-2012 school year.