

Title I Schoolwide Program Plan



Sally D. Meadows Elementary School

2016-2017

Revised 9/13, 9/14, 8/15, 8/16

1. Comprehensive Needs Assessment:

The following outlines the process for completing a comprehensive needs assessment for Sally D. Meadows Elementary School. School wide data collected during the 2015-2016 school year was used to assess student achievement in relation to the state academic content standards for all students and student demographic populations. The school improvement plan is developed with the involvement of school staff, leadership team, parents and school governance council.

Data Collection from 2015-2016

1. Student pre and post test data (local formative assessments) DIBELS, iLearn
2. Classroom data & Classroom Observations
3. State assessment data (Milestones and SLO's)
4. Parent Surveys
5. Behavior referral data

Examination of Data

1. The leadership team collects and analyzes data and conveys findings to faculty and staff members.
2. All faculty and staff are provided the opportunity to develop strategies for the school improvement plan.
3. School improvement plan is written and approved by the leadership team, faculty, parents and school council.

Identification of School Targets and Strategies

1. The school improvement plan contains strategies which target specific needs or areas of improvement for the school.
2. Targets for Sally D. Meadows Elementary School
 - a. English Language Arts (Grades 2-5)
 - b. Mathematics (Grades 2-5)
 - c. Writing, all contents (Grades 2-5)
 - d. Behavior (Grades 2-5)
3. Strategies for school targets
 - a. Address reading deficits through DIBELS, SRI in grades 2-5. Benchmarks and progress monitoring will guide differentiation.
 - b. Teachers will use extended learning time to address deficits based on state assessments and student need.
 - c. Math teachers will use the six elements of an effective math lesson during instruction.
 - d. Number talks will continue in all classes to increase number literacy
 - e. iLearn program will be implemented to provide data and interventions for Math students
 - f. All content areas will address constructed and extended responses in core content areas according to system initiatives.
 - g. Schedule students for remediation in reading and mathematics during instructional time.
 - h. Daily use of R4T & Spiral Language in all English Language Arts classes
 - i. Continue implementation of GADOE approved PBIS to address discipline and attendance.

Professional Learning

1. Professional learning communities will serve as a vehicle for teacher collaboration during the implementation of strategies in the classroom.
2. Edviate, FIP and TKES platform will provide job embedded professional learning using content & behavior specialists.
3. Striving Readers Grant training and professional development focused on literacy in all core academic areas.
4. Central/School level leadership will provide training and resources as needed to include professional learning for Parent engagement and Differentiated Instruction.

Evaluating Implementation Plan

1. Pre and post data results on common assessments, benchmarks and universal screeners.
2. Walkthroughs and observations of implementation
3. Professional learning community meeting collaboration documentation
4. State assessment data (Milestones)
5. Dibels, I-Learn, SRI data
6. Behavior referral summaries
7. TKES/LKES

2. School wide reform strategies:

The following identifies school wide reform strategies that provide opportunities for all children to meet or exceed the state standards. Strategies used include effective methods and instruction that is research based. The strategies below are consistent with the state, system, and school improvement plans. The Leadership Team at Sally D. Meadows Elementary School evaluates the implementation of school wide reform strategies to determine if student needs are met.

Strategies/Interventions	Evaluation of Impact on Student Learning
Teachers will participate in Professional Learning Communities as a vehicle for disseminating research based strategies and to provide a forum for teachers to share work to improve student achievement and best practices.	Posttests, student work, classroom assessments, standardized test data, state writing test data
All subject areas will receive continued training in the co-teaching model for Special Education.	Posttests, student work, classroom assessments, standardized test data, state writing test data
Effectively utilize technology for instruction in all academic areas.	Posttests, student work, classroom assessments, standardized test data
Administer pre & posttest in classes to monitor progress of students. Analyze data and implement strategies for improving student performance.	Posttests, student work, classroom assessments, standardized test data, state writing test data
Using Georgia Standards of Excellence, teachers will review and revise units, curriculum guides and pacing guides with lead academic consultants to address areas of students’ needs based on all available data.	Pre-posttests, student work, classroom assessments, standardized test data
Math teachers will use the six elements of an effective math lesson during instruction and will increase the rigor of instruction.	Pre-posttests, student work, classroom assessments, standardized test data
Plan, implement and embed system writing plan to address weaknesses as identified by the Georgia Milestone Assessment. Develop procedures to address constructed and extended responses and provide training in assessing student writing.	Posttests, student work, classroom assessments, state writing test data

<p>ELL students are provided opportunities to master the grade level curriculum by the following strategies:</p> <ul style="list-style-type: none"> ▪ Provide in-service on strategies to work with ELL students. ▪ Provide ELL support through push-in model during content instructional time (paras and certified teachers). ▪ Utilize assistive technology to assist ELL students. 	<p>Unit / lesson plan reviews</p> <p>Schedules</p>
<p>Parents of ELL students are provided support with the following strategies:</p> <ul style="list-style-type: none"> ▪ Make translators available to parents and students as needed. ▪ Provide home-school correspondence in the students' native language using TRANSACT. ▪ Support and involve limited English speaking parents as a partner in their child's education. 	<p>Unit / lesson plan reviews</p> <p>Schedules</p>
<p>Implement the following strategies to improve education opportunities for SWD:</p> <ul style="list-style-type: none"> ▪ Work with new RTI Coordinator to insure SST process is timely and effective. ▪ Continue with Response to Intervention to meet need of SWD students ▪ Translators ▪ Implement GADOE PBIS with fidelity 	<p>Discipline Reports</p> <p>Counseling & Intervention</p> <p>Functional Behavior Assessments</p>
<p>Continue to implement the Response to Intervention (RTI) at all four schools within the system.</p>	<p>Observations, benchmark test results, standardized test scores, report cards, AYP report, progress reports</p>
<p>Utilize Special Ed Instructional Facilitator to implement to the GPS and developing of appropriate lesson plans for Students with Disabilities in a co-teaching setting</p>	<p>Observations, benchmark test results, standardized test scores, report cards, CCRPI report, progress reports</p>
<p>Provide the following in compliance with state and federal laws and regulations concerning students with disabilities:</p> <ul style="list-style-type: none"> ▪ Reports submitted in a timely manner ▪ Data Log consisting of all components ▪ 60 Day Timeline Calendar 	<p>FTE reports</p> <p>Timeline logs</p> <p>Special Education System Profile</p>
<p>Monitor Technology</p> <ul style="list-style-type: none"> ▪ Continue upgrading networked stations ▪ Update software programs ▪ Begin working on classroom tech centers 	<p>Lesson Plans</p> <p>Increase in technology lessons</p> <p>Increase in student achievement through online programs aligned with GSE</p>
<p>Increase student use of computers by supporting teachers' knowledge of instructional use, such as Google Docs, to prepare students for college and career.</p>	<p>Syllabi, lesson plans, login and submission of projects in Google Docs</p>
<p>Utilize computer lab on a weekly basis to enhance instruction in core academic areas and keyboarding skills</p>	<p>Computer lab schedule</p> <p>Increase in assessment data</p>
<p>Students who qualify participate in an enriched academic curriculum through the leap and ACE program. (Gifted program)</p>	<p>Post tests, student work, classroom assessments, standardized test data</p>
<p>Implement and monitor a student mentoring program for at risk students. Each student will be assigned to a teacher or community</p>	<p>Posttests, student work, classroom assessments, standardized test data,</p>

mentor.	attendance, behavior referrals.
Coordinate a transition program for 2 nd graders to successfully adapt to a different school that include: <ul style="list-style-type: none"> ▪ Guidance from counselors for 2nd grade students/parents ▪ Open house for upcoming 2nd grade students ▪ 2nd grade orientation ▪ 1st graders visit 2nd grade during the spring 	Increased attendance for open house and orientation, orientation visit in spring for upcoming 2 nd graders
Offer guidance sessions to classes through the school's counselor.	Schedule of counselor guidance lessons, improvement in student behavior with fewer behavior referrals.

3. Instruction by Highly Qualified Teachers:

Sally D. Meadows Elementary developed and monitors a system wide equity plan that guarantees equity access to the following:

- highly qualified teachers
- experienced and successful
- class size
- teacher training to meet diverse students
- mentors for new staff and /or struggling staff

100% of teachers at Sally D. Meadows Elementary School are highly qualified for the 2015-2016 school year.

4. High-Quality and on-going professional development:

Vidalia City Schools offers high-quality and ongoing professional development for teachers, administrators, and paraprofessionals to enable all children at Sally D. Meadows Elementary School to meet achievement standards. Professional learning opportunities will be provided as instructional needs are identified. The following indicates professional learning opportunities for teachers, administrators, and paraprofessionals:

- Professional learning communities
- Safe and drug free educational environments
- Georgia Performance Standards, CCGPS and GSE
- Effective Classroom Management
- Effective Teaching Practices
- K-12 Writing Plan
- K-2 Writing Strategies
- Number Talks
- Standards Based Classrooms
- Differentiated Instruction
- Co-teaching, RTI & PBIS
- Classroom Management
- Reading and Math consultants to address pacing, rigor and common assessments.
- Paraprofessional trainings for Special Education
- Data analysis of assessments and student data
- How to conduct effective parent conferences
- Parent Engagement & Resources
- FIP, Edivate and TKES

5. Strategies to attract highly qualified teachers to high-need schools:

Vidalia City Schools recruits and hires highly qualified teachers and paraprofessionals by using the following strategies:

Teachers and paraprofessionals are provided the opportunity and resources to become highly qualified in their teaching field. The following interventions will be used:

- Advise teachers on a regular basis regarding coursework and GACE exams needed to become highly qualified.
- Provide financial support for GACE exams
- Monitor placement in teaching assignments
- Continue to use online application process
- Monitor all new hire HiQ status
- Promote job fairs for recruitment

6. Parental Involvement:

Sally D. Meadows Elementary offers many opportunities which promote parent involvement at the system and school level. The following are strategies and/or opportunities which increase parent awareness and involvement:

- Provide training and resources to parents in conferences & at parent meetings throughout the year.
- Share student and school data with parents through conferencing and correspondence.
- Offer opportunities for parents to meet their child's teachers through an open house.
- School governance council meets at least quarterly to make school wide decisions
- Progress Reports are sent to parents every 4 ½ weeks
- Access to Parent Portal through Power School (Grades, Attendance, Comments)
- Provide an interpretation & description of student assessment results by parent letter & in conferences.
- PTO meets bi-monthly as does PTO Executive Board
- School wide celebrations
- Encourage parents to volunteer as much as their schedule allows in their child's class and/or school.
- Promote engagement through Facebook, school/system website and Remind 101.

7. Preschool Transition: n/a

8. Measures to include teachers in decisions regarding the use of academic assessments:

Sally D. Meadows Elementary School offers opportunities that include teachers in the decision making process. The school's Leadership Team meets to analyze student data and then disseminates to grade level team members. Grade level teams analyze data provided by design team representatives and develop strategies and/or interventions to include in the school improvement plan. The following are examples of how teachers implement data-driven decisions to improve the overall instructional program.

- Conduct relevant formal and informal data analysis to establish instructional priorities and school improvement using SRI, DIBELS and iLearn data.
- Revise/maintain sequential curriculum/pacing guides.
- Refine units in language arts, mathematics, science and social studies according to GSE standards.
- Monitor and adjust instruction to insure at risk students' needs are met through benchmark and state assessments.
- Provide extended learning time and in class differentiation to address weak areas as noted by state and common local assessments.
- Implement Pyramid of Intervention for all students making referrals to tiers as needed.

- Implement Positive Behavior Intervention Support with fidelity.
- Implement RTI with fidelity.

9. Assistance for struggling students:

Sally D. Meadows Elementary School offers effective, timely assistance for struggling students. Students are identified through continuous monitoring and at the end of each school year based on their achievement data and class performance. Struggling students are identified during the previous school year and placed in intervention programs, with parent input, at the beginning of the following school year in order to provide effective assistance in a timely manner. The following are examples of programs and interventions to promote academic success:

- Reading programs using DIBELS Next and Open Court for remediation of foundational skills
- Monitor DIBELS Next and Open Court through coaching and observations monthly
- Language Arts teachers use R4T and Spiral Language to provide consistent distributed practice of English skills and review skills not mastered
- Weekly enhancement of math skills through iLearn.
- Continue Number Talks in all math classes to build number literacy
- Continue addressing student needs through RTI
- Continue the PBIS program
- Provide periodic training for veteran and new teachers on protocols to programs such as: Response to Intervention, Scholastic Reading Inventory, Effective Parent/Teacher Conferencing
- Continue parent conferencing detailing what the school can do to help and what parents can do to help (for example: Back to School Forums, Parent Portal, Parent Newsletter)

10. Coordination integration of federal, state, and local services and programs:

Sally D. Meadows Elementary School coordinates with various agencies to provide services for students and teachers. Funding from Title I and other resources will be coordinated to provide the various needs. The following are examples of services provided for students at the elementary school:

- Safe and Drug Free Schools (Title IV)
- Early Intervention Program
- Special Education Program (IDEA)
- Response to Intervention
- School lunch program
- Title I program
- Title II programs
- ELL programs (Title III)
- Title VI programs
- Migrant Education
- Educational Rights of Students in Homeless Situations
- DFACS
- Family Connection
- Department of Juvenile Justice
- Local judicial system

11. Student assessment results and interpretation to parents

Sally D. Meadows Elementary School provides individual student assessment results and interpretation to parents. DIBELS Next data, iLearn data and SRI are discussed with parents during parent/teacher conferences, phone conferences, or notes home. Teachers discuss what the scores mean and how parents can help their students

improve in the identified weak areas. Teachers also provide online resources to help parents. Parents will have access to the parent portal and other web-based school/home communications. Fifth grade parents will receive Georgia Student Growth Model information which will be discussed during conferences.

Milestones assessment data results and interpretations are given to parents when received. Teachers, counselors, or administrators explain assessment results to any parent needing additional assistances.

12. Provisions for the collection and disaggregation of student achievement data

Teachers, by content, meet with administration to examine the results by domain. Through Professional Learning Communities (PLC's) teachers investigate research based strategies to improve weak areas and to share activities and resources. The teachers and administration examine data throughout the year and adjust instruction to meet student needs.

13. Provisions to ensure assessment results are valid and reliable

Vidalia City School's assessment results are valid and reliable because the assessments through DIBELS Next and iLearn are research based. State assessment data is provided from the state level.

14. Provisions for public reporting of disaggregated data

Vidalia City Schools provide disaggregated data through local board of education meetings, school web-sites, school governance council meetings, radio announcements and board meetings.

15. Development of Title I School Improvement Plan

The Title I School Improvement Plan is updated annually with the involvement of central office (Superintendent, Assistant Superintendent of Curriculum & Instruction, Title I Director) principals, teachers, parents, and community members through the School Governance Council. The plan is carried out by those identified within the plan.

16. Availability of Title I School Improvement Plan

Sally D. Meadows Elementary School's Title I Improvement Plan is available to the LEA, parents, and the public through School Governance Council, School Leadership Team, and the school web site and Facebook. Parents are sent home information regarding the School Improvement Plan and check whether or not they would like to receive a hard copy.

17. Foreign language translation of Title I School Improvement Plan

Vidalia City Schools utilize a translation website to translate any plan to those parents who speak a different language as their primary language. If more assistance is needed, the system will contract with translators for assistance with uncommon languages in the area.

18. *Sally D. Meadows Elementary School's Title I School Improvement Plan is subject to the school improvement provisions of Section 1116.*