

# Title I Schoolwide Program Plan



## Sally D. Meadows Elementary School

**2015 - 2016**

*Revised September 16, 2013*

### **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 council.

#### *Data Collection*

1. Student pre and post test data (local formative assessments)
2. Classroom data (grades, performance tasks, self-assessments)
3. Classroom Observations (specific strategies to be observed)

4. State assessment data (Milestones and SLO's)
5. Parent Surveys
6. 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 Plan (Grades 2-5)
  - d. Behavior (Grades 2-5)
3. Strategies for school targets
  - a. Teachers will offer academic tutoring after school to students for remediation on critical skills.
  - b. Math teachers will use the six elements of an effective math lesson during instruction.
  - c. Math teachers will practice multi-step application problems daily.
  - d. Number talks will be continued in all classes to increase number literacy
  - e. I-Learn program will be implemented to provide data and interventions for Math students
  - f. Implement a system wide writing plan to address weaknesses as indicated by the state writing assessment data. Teachers will administer mock writing tests in each grade as planned.
  - 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

*Professional Learning*

1. Professional learning communities will serve as a vehicle for teacher collaboration during the implementation of strategies in classroom.
2. Positive Behavior Intervention Support (PBIS) strategies offered through GADOE
3. School System will provide training and resources for teachers as needed
4. School System will provide training on parent involvement
5. School System will provide mentoring training.
6. School System will provide training on PD360 for professional development

*Evaluating Implementation Plan*

1. Pre and post data results
2. Walkthroughs and observations of implementation
3. Professional learning community meeting documentation
4. Milestones Results
5. SLO results
6. Dibels Results
7. I-Learn results
8. Behavior referral summaries TKES/LKES
9. Sign in sheets from training(s)

## 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.	Post tests, student work, classroom assessments, standardized test data, state writing test data
Monitor the implementation of PBIS training: <ul style="list-style-type: none"> <li>* choose team</li> <li>* train team</li> <li>* team trains staff</li> <li>* implement PBIS plan and adjust as needed</li> </ul>	Behavior referral summaries
All subject areas will continue the co-teaching model for Special Education (grouping strategies).	Post tests, student work, classroom assessments, standardized test data, state writing test data
Effectively utilize technology for instruction in all academic areas.	Post tests, student work, classroom assessments, standardized test data
Administer post tests in classes to monitor progress of students. Analyze data and implement strategies for improving student performance.	Post tests, student work, classroom assessments, standardized test data, state writing test data
Teachers will review and revise CCGPS units to address areas of students' needs based on all available data.	Pre-post tests, 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-post tests, student work, classroom assessments, standardized test data
Implement a system wide writing plan to address weaknesses as indicated by the state writing assessment data. Provide training in assessing student writing.	Post tests, student work, classroom assessments, state writing test data
ELL students are provided opportunities to master the grade level curriculum by the following strategies: <ul style="list-style-type: none"> <li>▪ Provide in-service on strategies to work with ELL students.</li> <li>▪ Provide ELL support through push-in model during content instructional time (paras and certified teachers).</li> <li>▪ Utilize assistive technology to assist ELL students.</li> </ul>	Unit / lesson plan reviews  Schedules

<p>Parents of ELL students are provided support with the following strategies:</p> <ul style="list-style-type: none"> <li>▪ Make translators available to parents and students as needed.</li> <li>▪ Provide home-school correspondence in the students' native language using TRANSACT.</li> <li>▪ Support and involve limited English speaking parents as a partner in their child's education.</li> </ul>	<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"> <li>▪ Revise the SST Process</li> <li>▪ Develop a Response to Literature/per school</li> <li>▪ Training for SST</li> <li>▪ Consulting firm hired for co-teaching</li> <li>▪ Diversity Training – Ruby Payne Staff Development</li> <li>▪ SLPs and Kindergarten teachers work together to enhance language skills of students</li> <li>▪ Employ more Paras for Inclusion</li> <li>▪ Behavior teams for behavior management developed at each school.</li> <li>▪ PBIS implementation</li> </ul>	<p>Anecdotal Data (i.e. Functional Behavior Analysis)</p> <p>Discipline Reports</p> <p>Benchmark Testing</p> <p>Fewer Sp.Ed. referrals for chronic inappropriate behaviors</p> <p>Milestones reports</p> <p>SLO data</p> <p>CCRPI reports</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 the inclusion 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"> <li>▪ Reports submitted in a timely manner</li> <li>▪ Data Log consisting of all components</li> <li>▪ 60 Day Timeline Calendar</li> </ul>	<p>FTE reports</p> <p>Timeline logs</p> <p>Special Education System Profile</p>
<p>Integrate technology use by expanding the number of :</p> <ul style="list-style-type: none"> <li>▪ Upgraded networked stations</li> <li>▪ Wireless labs, and other newly developed technological devices</li> <li>▪ New software programs</li> </ul>	<p>Lesson Plans</p> <p>Add activboard s to classrooms</p> <p>Increase in assessment data</p>
<p>Integrate technology use with instruction by increasing the number of teachers who are computer literate.</p>	<p>Lesson Plans</p> <p>Increase in assessment data &amp; use of activboards</p>
<p>Utilize computer lab on a weekly basis to enhance instruction</p>	<p>Computer lab schedule</p> <p>Increase in assessment data</p>
<p>At risk students utilize computer lab before school for remediation programs</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 programs)</p>	<p>Post tests, student work, classroom assessments, standardized test data</p>

Implement and monitor a student mentoring program for at risk students. Each student will be assigned to a teacher or community mentor.	Post tests, student work, classroom assessments, standardized test data, state writing test data
Coordinate a transition program for 2 <sup>nd</sup> graders to successfully adapt to a different school that include: <ul style="list-style-type: none"> <li>▪ Guidance from counselors for 2<sup>nd</sup> grade students/parents</li> <li>▪ Open house for upcoming 2<sup>nd</sup> grade students</li> <li>▪ 2<sup>nd</sup> grade orientation</li> <li>▪ 1<sup>st</sup> graders visit 2<sup>nd</sup> grade during the spring</li> </ul>	Increased attendance for open house and orientation
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

97% of teachers at Sally D. Meadows Elementary School are highly qualified for the 2014-2015 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
- Six Elements of an Effective Math Lesson
- Standards Based Classrooms
- Balanced Assessment
- Differentiated Instruction
- Six Steps of Effective Vocabulary Instruction
- Inclusion/Co-teaching
- Teacher Keys Evaluation System (TKES)
- Response to Intervention (RTI)
- Paraprofessional trainings for Special Education
- Data analysis training for diagnostic testing
- Positive Behavior Intervention Support (PBIS)

- How to conduct effective parent conferences
- Parent Engagement & Resources
- Training for implementation of SLO's

**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 resources to assist with training parents via a forum or parent academy on how to increase the academic growth of their student.
- 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.
- Offer orientation sessions
- School 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 and description of individual assessment results via parent letter and parent conferences
- PTO meets bi-monthly as does PTO Executive Board
- School wide celebrations
- Provide resources to parents during parent/teacher conferences.
- Encourage parents to volunteer as much as their schedule allows in their child's class and/or school.
- Promote engagement through Facebook 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 activities using pre/post test data.
- Revise/maintain sequential curriculum maps
- Refine units in language arts, mathematics, science and social studies
- Monitor at risk targeted students (those not meeting expectations on Milestones, i-Learn, and DIBELS Next) while teaching to mastery essential content.
- Provide differentiated instruction for students not mastering assessed standards by grading period
- Implement Milestones test preparation program using on-line testing program (OAS) and adding open response items in our assessments
- Implement Pyramid of Intervention for all students making referrals to tiers as needed.
- Implement Positive Behavior Intervention Support.

**9. Assistance for struggling students:**

Sally D. Meadows Elementary School offers effective, timely assistance for struggling students. Students are identified at the end of each school year based on their achievement data and class performance. These students are identified during the previous school year and are placed in intervention programs at the beginning of the following school year in order to provide effective assistance in a timely manner. Throughout the school, student are continually assessed and identified if not making progress. 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
- Continue basic math facts drill and practice in all classes.
- Assess math facts progress through weekly quizzes and i-Learn (ipass)
- Increase rigor of mathematical units.
- Continue to implement six elements of an effective math lesson
- Continue Number Talks in all math classes to build number literacy
- Begin implementing “Big 4” daily to practice application of math standards
- Implement Response to Intervention for all students making referrals to tiers as needed
- Implement PBIS program
- Implement strategies of working with students in poverty.
- Implement and make referrals to tiers as indicated by student performance for Response to Intervention and plot the progress of designated students in accordance with progress monitoring data results through the use of:
  - Dibels Next
  - Read Naturally
  - Reading Comprehension
  - iLearn
  - Math application
  - Small group tutoring
- Provide periodic training for teachers as needed 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)

**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 Scholastic Reading Inventory 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 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 Council meetings and radio announcements.

### **15.& 16. 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 paper 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.*