

Georgia Department of Education Title I Schoolwide/School Improvement Plan

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: MLKing Jr. Elementary School	District Name: Clayton County	
Principal Name: Dr. Carl Jackson	School Year: 2018-2019	
School Mailing Address: 5745 West Lee's Mill Road, College Park, GA 30349		
Telephone: 770.991.4651		
District Title I Director/Coordinator Name: Katrina Thompson		
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ESEA WAIVER ACCOUNTABILITY STATUS (Check all boxes that apply and provide additional information if requested.)		
Priority School <input type="checkbox"/>	Focus School <input type="checkbox"/>	
Title I Alert School <input type="checkbox"/>		
Principal's Signature:		Date:
Title I Director's Signature:		Date:
Superintendent's Signature:		Date:
Revision Date:	Revision Date:	Revision Date:

Georgia Department of Education Title I Schoolwide/School Improvement Plan

Planning Committee Members

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Carl R. Jackson		Principal
Pamela Murphy		Assistant Principal
Schmekia Tate		Counselor
Herbert Hart		EIP Teacher
Corey Bonner		EIP Teacher
Janice Knox		Grade Level Chair (K)
La'Aundria Phillips		Grade Level Chair (1)
Bernadette Whatley		Grade Level Chair (2)
Danielle Allen		Grade Level Chair (3)
Taquila Collins		Grade Level Chair (4)
Niesha Atwater		Grade Level Chair (5)
Courtney Keaton		Lead Paraprofessional
Nefertiti Nzinga		Parent Liaison
Neametrice Reeves		Parent

Georgia Department of Education Title I Schoolwide/School Improvement Plan

1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).

but the extent to which that student's family is able to (1) create a home environment that encourages learning; (2) communicate high, yet reasonable, expectations for their children's achievement and future careers; and (3) become involved in their children's education at school and in the community. To that end, parent involvement has become a high focus in our school. Parents are invited to our Parent Resource Center daily and various opportunities are given to assist them in assisting their child(ren). In addition various printed resources are sent home to keep parents abreast of activities occurring within the school. Finally, parents have multiple opportunities throughout the school year to sit down with school administration to discuss and strategize the use of Title I funding.

- **Retention Rate:** The retention rate can have a positive or adverse effect on the success of our future leaders. To that end, various collaborative sessions are held to determine whether retention or placement is in the best interests for the educational future of the child. Yearly, the administrative team along with the classroom teacher discuss the retention rates of the school.

Georgia Milestone Assessment System: The Georgia Milestones Assessment System (Georgia Milestones) is a comprehensive summative assessment program spanning grades 3 through high school. Georgia Milestones measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in language arts, mathematics, science, and social studies. Students in grades 3 through 8 will take an end-of-grade assessment in each content area, while high school students will take an end-of-course assessment for each of the eight courses designated by the State Board of Education.

The Georgia Milestone Assessment System includes:

- open-ended (constructed-response) items in language arts and mathematics (all grades and courses);
- a writing component (in response to passages read by students) at every grade level and course within the language arts assessment;
- norm-referenced items in all content areas and courses, to complement the criterion-referenced information and to provide a national comparison; and
- transition to online administration over time, with online administration considered the primary mode of administration and paper-pencil as back-up until the transition is complete.

- **Disciplinary Infractions:** Research suggests that there is a strong correlation between low cognitive ability, poor academic performance, learning disabilities and delinquency. Thus discipline infractions have a huge impact on the academic achievement of students. It is integral that we take a look often at the number of

Georgia Department of Education Title I Schoolwide/School Improvement Plan

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 - performance in the shortest possible time.
 - **Individual Education Plans:** The Individual Education Program Plan (IEP) is a written plan/program developed by the school's special education team with input from the parents and specifies the student's academic goals and the method to obtain these goals. The plan also identifies transition arrangements. The law expects school districts to bring together parents, students, general educators and special educators to make important educational decisions with consensus from the team for students with disabilities; those decisions will be reflected in the IEP. IEPs are reviewed regularly to ensure that modifications or accommodations are being followed with fidelity.
 - **Infinite Campus:** Infinite Campus assists us by putting important information needed by the teacher in their hands almost immediately. Most pertinent information regarding a student is housed in one place and assists teachers and administrators with planning.
 - **Attendance Data:** It is virtually impossible for a student who is not at school to learn the necessary skills necessary to become college and career ready. Attendance data is one of the most important pieces of data that we have. This data is pulled weekly to determine students who are habitually absent in order to ensure that all children receive the best education possible.
 - **Collaborative Planning:** Collaborative planning provides opportunities for teachers to work together during the school day to make those connections through examining their practice, consulting with colleagues, and developing their skills. Our school makes time for grade levels to plan during the week on a consistent basis.
 - **Statewide Longitudinal Data System:** The Statewide Longitudinal Data System (SLDS) is designed to help districts, schools, and teachers make informed, data-driven decisions to improve student learning. SLDS is a free application that is accessed via a link in the district's Student Information System (SIS). It provides districts, schools, and teachers with access to historical data, including Assessments, Attendance, Enrollment, Courses, and Grades beginning with the 2006-2007 school year. This data may be used to guide instruction for the student.
 - **Brainstorming:** Because the success of students is so important, brainstorming sessions are always appropriate to ensure that we are serving the needs and exploring every avenue available. Getting these ideas on paper often provides a different perspective that might not have been thought of otherwise.

For the 2017 – 2018 school year the percentage of students scoring developing or above in English Language Arts was 25% (Third Grade), 57% (Fourth Grade), and 16% (Fifth Grade) representing the following growth/decline: -26.1%, +3.3%, and -2.3% respectively when compared to the previous year.

Georgia Department of Education Title I Schoolwide/School Improvement Plan

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- Second Grade
 - Basic Addition and subtraction
 - Sorting and classifying
 - Missing Number
 - Blending
- Third Grade
 - Reading Skills and Vocabulary Acquisition
 - Literary Comprehension
 - Measurement and Data
- Fourth Grade
 - Reading Skills and Vocabulary Acquisition
 - Literary Comprehension
 - Numbers and Operations in Base Ten
 - Measurement & Data
- Fifth Grade
 - Reading Skills and Vocabulary Acquisition
 - Literary Comprehension
 - Numbers and Operations in Base Ten
 - Measurement and Data
- The major needs we discovered were:
- Kindergarten
 - Basic fluency
 - Comprehension
 - Basic sight words
 - Phonemic awareness
 - Blending
- First Grade
 - Basic fluency
 - Comprehension
 - Basic sight words
 - Phonemic awareness
- Second Grade
 - Basic fluency
 - Comprehension
 - Basic sight words
 - Phonemic awareness
- Third Grade
 - Numbers and Operations
 - Geographic Understanding



Georgia Department of Education
Richard Woods, Georgia's School Superintendent
"Ensuring Georgia's Future"

Georgia Department of Education Title I Schoolwide/School Improvement Plan

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- Multiplication & Division
- Earth Science
- Reading Literature
- Fifth Grade
 - Numbers and Operations
 - Multiplication & Division
 - Algebra
 - Historical Understandings
 - Reading Literature
 - Conventions of Standard English
 - Knowledge of Language
 - The specific academic needs of those students that are to be addressed in the schoolwide program plan will be . . .
 - Critical Thinking Strategies
 - Literacy Across the Curriculum
 - Math support in 4th and 5th Grades
 - The ROOTCAUSE/s that we discovered for each of the needs were:
 - Not Utilizing the Explicit Instruction Format to teach students
 - Lack of differentiation in classrooms
 - Lack of rigorous instruction
 - Lack of tuning protocols
 - Lack of preparation and planning with the end in mind
 - Lack of researched based instructional strategies
 - Lack of parental involvement to reinforce skills at home
 - Limited number of students attending tutorial
 - Absenteeism
 - The measurable goals/benchmarks we have established to address the needs were:

Because of the increased rigor of the GMAS, students are expected to maintain the growth as comparable with other students in the district. To that end the following goals have been established:

- To achieve a CCRPI Score increase of 1.07 each year. Thus our CCRPI Score goals are as follows:
 - 2017: 66.44
 - 2018: 67.51
 - 2019: 68.58
- To have at least 50% of the third, fourth and fifth grade students score in the

Georgia Department of Education Title I Schoolwide/School Improvement Plan

- Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).

(standards). They must know what they are teaching/learning each day (standards), why the day's learning is an important thing to know or know how to do (relevance), and how to do it (process).

- Incorporation of Technology: Technology is an important piece of the puzzle needed to ensure that each child is successful. Students are immersed into technology across the curriculum to ensure that they are college and career ready.
- Use of rigorous instruction: The use of increased rigor challenges all students to the point creating an atmosphere that is conducive to learning and retention and promotes a significant sense of exploration that grows all students' knowledge base.
- Response to Intervention and Student Support Team: Students should be referred to the Student Support team and following the Response to Intervention Pyramid to address deficiencies of students. Student referrals to the RTI process will be used to address student needs by bringing in all stakeholders involved with each student to assess deficiencies, discuss individual motivating factors, and implement strategies for behavior and the procurement of knowledge and skills

- Use effective methods and instructional strategies that are based on scientifically based research that:
 - strengthen the core academic program in the school.
 - increase the amount and quality of learning time, such as providing and extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum.
 - include strategies for meeting the educational needs of historically underserved populations.

Response: In addition to the aforementioned programs, King Elementary employs Title 1 funded after school remediation to assist students with developing much needed skills in an effort to strengthen our overall academic program within the school. This Title program provides targeted assistance to students throughout the year that includes small group sessions that are differentiated, focused and methodically planned with the individual student in mind. The use of various graphic organizers ensures that the level of competence was reached by each student. In addition, we began using iReady as a school wide individual tutorial program to increase student achievement and enhance academic growth.

Georgia Department of Education Title I Schoolwide/School Improvement Plan

3. Instruction by highly qualified professional staff

Response:

- Presently there are three members of our faculty who are not highly qualified. All three of these faculty members are in need of a passing score on once GACE exam in order to be eligible for full certification. These individuals are working closely with mentor teachers and experienced staff members to effectively serve our students. The Leadership Team works to provide ongoing professional development training and team building activities (on/off site). The Teacher of the Year's name is posted on the website, the school marquee and within the building.

4. In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

Response:

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. The Professional Development that will be offered this year at Martin Luther King Jr. Elementary School:

- Literacy Across the Curriculum
- Differentiated Instruction (Learning Stations)
- Data Driven Instruction
- Rigor, Relevance, & Relationships by ICLE
- Classroom Management
- Content-Specific Training
- Tuning Protocols
- Mindset Training
- Sensitivity and Poverty Training
- Writing for Lower Grades

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

- We will continue with the implementation of the Common Core Standards at King Elementary. Our professional development will focus on comprehension and implementation of those standards and assessment of student achievement in regards to those standards. Teachers will be trained on facilitating academic discourse, mathematical practices, integration of technology, explicit instruction and literacy and numeracy across the curriculum.

- Select teachers will receive Mind Set training for the purpose of improving student

Georgia Department of Education Title I Schoolwide/School Improvement Plan

members periodically to observe in other classrooms within our building. In addition, all new members to King attend a bi-monthly teacher orientation session held with the administrative team to inform them about policies, procedures, rituals, routines, participate in discussions, and ask questions about assigned tasks.

Clayton County Public School's professional learning department annually reviews the qualifications and certification issues of each employee. Employees with deficiencies are notified on a building level.

6. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.

Response:

We have involved parents in the planning, review, and improvement of the comprehensive school wide program plan by notifying parents of test results through parent meetings, conferences, and written notices. Parent surveys are distributed to solicit feedback from parents regarding the operations of the school and any suggestions to improve. Parents participate in the Local School Council which occurs on the school and district levels and participate in school conferences. In addition, parents receive a copy of the Title I Parent Involvement Policy. A school compact is sent home to all parents for their signature as well as monthly calendars highlighting daily parental seminars and workshops. Parents receive bi monthly newsletters highlighting activities and upcoming events and are notified through calling posts, email flyers, calendars, newsletters, the school marquee and the school website of pertinent information.

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 an 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

We have developed a parent involvement policy that includes strategies to increase parental involvement. King Elementary staffs a fulltime Parent Liaison to assist with this endeavor. The Parent Liaison is responsible for communicating with parents on a consistent and ongoing basis. The Parent Liaison coordinates, plans and executes instructional workshops and trainings for parents to support their student's learning. A copy of the Parent Involvement Policy is included.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs or to assist students with the transition to middle school, high school or college.

Response:

Georgia Department of Education Title I Schoolwide/School Improvement Plan

- Have teachers determine the level and rate of standards mastery by disaggregating Benchmark and Unit Assessment data.
- Teachers use data from RTI, 504 plans, and IEP's to ensure all SWD students receive appropriate accommodations and modifications as required by law.
- Teachers meet collaboratively within grade levels and departments to create probes for the purpose of measuring the effectiveness of standards –based remediation.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by Section 1111(b)(1) shall be provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Response:

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.)

- After - school remediation in the areas of Math and ELA.
- Parent Teacher Conferences are held in all grades.
- "Fix-it" Fridays is a school wide effort to carve out a little time on Fridays for teachers to provide multiple opportunities for student success and mastery of standards in order to grow academically as well as be prepared for the GMAS.
- March Madness (Spring Intervention). Students are grouped according to ability, formative assessments, summative assessments and teacher recommendation (GMAS, DIBELS, Student Learning Objectives, Scope & Sequence, Probes, and Common Assessments). Students receive intensive enrichment, remediation, and test taking skill services for one hour in reading and math leading up to Spring Break.
- Spring Intervention (immediately following Spring GMAS) provides intensive and need-based instruction. Students in grades 3-5 are placed in leveled groups according to summative and formative assessment data. Students receive 90 minutes of instruction in math, reading, language arts, and science. Teachers in K-2 also provide need-based instruction based on summative and formative assessment data (GKIDS, DIBELS, Scope & Sequence, etc).
- Georgia Department of Education (GADOE) GMAS website information provide to parents during parent conferences, Parent Night(September) and via our Husky Headliner (newsletter)

10. Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training

Response:

This component requires a description of how the school will implement the programs listed

Georgia Department of Education Title I Schoolwide/School Improvement Plan

a timely manner.

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

Response:

Data is collected via GMAS, GKIDS, mClass and DIBELS. After data is collected from these assessment tools, results are uploaded into EduTrax for teachers to access at their grade level meetings. Common Assessments, AR Reports and Unit Tests are also discussed during common planning time.

14. Provisions for public reporting of disaggregated data.

Response:

Our data are posted throughout the school, in data notebooks located in the conference room. Information is also posted on our school and district website.

15. Plan developed during a one-year period, unless the LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program

Response:

Our school-wide plan was developed over a one-year period with assistance from our central office. This plan was updated using input from school-wide stakeholders. The plan was/will be reviewed by central office personnel and is updated and reviewed annually.

16. Plan developed with the involvement of the community to be served and individuals who will carry out the plan, including teachers, principals, other school staff, and pupil service personnel, parents, and students (if secondary).

Response:

The plan is provided to various parents before it is submitted to the Title 1 office for discussion, additions, deletions and changes. It is then discussed during our Title I Parent Night held in September. Funding is discussed and members of the staff that are hired with Title funds provide information about their position and activities that should benefit them during the school year. Copies of upcoming events sponsored with Title funds are provided and sent via Husky Communication Folder throughout the school year.

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

Response:

The Title I Plan was developed by the Better Seeking Team and administrators. The majority of the plan was written during the leadership retreat/strategic planning session held at the end of the school year.

The Title 1 Plan is updated annually and monitored throughout the school year during grade level meetings, Leadership Team meetings, and School Council meetings to determine if we are