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

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: 2016 - 2017**	
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		
District Title I Director/Coordinator Mailing Address: 1058 Fifth Avenue, Jonesboro, GA 30236		
Email Address: katrina.thompson@clayton.k12.ga.us		
Telephone: 678.817.3081		
ESEA WAIVER ACCOUNTABILITY STATUS (Check all boxes that apply and provide additional information if requested.)		
Priority School ☐	**Focus School** ☐	
Title I Alert School ☐		
Principal's Signature:		**Date:**
Title I Director's Signature:		**Date:**
Superintendent's Signature:		**Date:**
Revision Date:	**Revision Date:**	**Revision Date:**

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SWP Template Instructions

- 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 first ten components in the template are 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	MEMBER'S SIGNATURE	POSITION/ROLE
Carl R. Jackson		Principal
Nicole Reese		Assistant Principal
Pamela Murphy		Assistant Principal
Douglas Henry		Parent Liaison
Schmekia Tate		Counselor
Opal Alford		Instructional Facilitator
Maria Wynn		Instructional Facilitator
Herbert Hart		EIP Teacher
Corey Bonner		EIP Teacher
Janice Knox		Grade Level Chair (K)
La'Aundria Leonard		Grade Level Chair (1)
Bernadette Whatley		Grade Level Chair (2)
Grace Egorugwu		Grade Level Chair (3)
Taquila Collins		Grade Level Chair (4)
Tellisa Hill		Grade Level Chair (5)
Courtney Keaton		Lead Paraprofessional
Rondah Pittman		Parent
Neametrice Reeves		Parent

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SWP/SIP Components

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).

Response:

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 Dr. Carl Jackson, the Principal; Mrs. Pamela Murphy, the Assistant Principal; Dr. Nicole J. Reese, the Assistant Principal; Mr. Douglas Henry, the Parent Liaison; Mrs. Schmekia Tate, the Counselor; Mrs. Opal Alford, the Instructional Facilitator for grades K-2; Ms. Maria Wynn, the Instructional Facilitator for grades 3-5; Mr. Herbert Hart, an Early Intervention Program Teacher; Mr. Corey Bonner, an Early Intervention Program Teacher; Mrs. Janice Knox, the grade level chair for kindergarten; Ms. La'Aundria Leonard, the grade level chairperson for first grade; Mrs. Bernadette Whatley, the grade level chairperson for second grade; Mrs. Grace Egorugwu, the grade level chairperson for third grade; Mrs. Taquila Collins, the grade level chairperson for fourth grade, Mrs. Tellisa Hill, the grade level chairperson for fifth grade; Ms. Shawn Luke, paraprofessional, and Mrs. Rondah Pittman and Ms. Chapman, parents. Data has been accumulated from each grade level to include informal and formal observation tools. Each grade level chair has been responsible for monitoring the SLO data and conducting bi-weekly data meetings to address deficiencies within the school. Weekly grade level meetings were held to continuously monitor organizational effectiveness and overall instructional delivery as well as student achievement. Data was analyzed and plans were written that targeted differentiated instruction as well as the integration of technology to effectively reach all learners. In addition, leadership meetings were held weekly to discuss discipline and data trends as well as to brainstorm various strategies that would assist us with improving the overall culture of the school, since this affects student achievement.

We have used the following instruments, procedures, or processes to obtain this information . . . (Be sure to use brainstorming as a strategy for Needs Assessment.) Infinite Campus has been instrumental in assisting us with obtaining pertinent academic achievement and attendance data. This information was obtained by reviewing the data that supported information for the goals that were established during the 2015 school year i.e. test scores. Test scores from the Georgia Milestones Assessment System as well as Student Learning Objectives Assessments, unit assessments, benchmark assessments, common assessments and various informal assessment tools. In addition, the academic performance of the students who attended the school the previous year was considered. Faculty and staff have been informally surveyed to gather ideas to determine the needs for the school; thus developing the needs assessment for the school year. We have conducted various brainstorming sessions and determined our areas of need utilizing multiple methods. Surveys are conducted periodically utilizing our school webpage and to solicit the ideas of various stakeholders.

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In addition, the following aided in determining our needs:

Parent involvement: Research has shown that parent involvement is one of the most accurate predictors of a student's achievement in school, not income or social status, 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.

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.

Georgia Milestone Assessment System include:

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.

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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 discipline referrals and suspensions given to students. If a child is not at school, then that child cannot learn. A sound discipline plan has been put in place to strategically deal with infractions and keep students in school as much as possible.

Students with disabilities (SWD): One of the priorities of KES this year is to close the achievement gap for our students with disabilities. In order to do this, we must take a close look at the student's IEP each year to determine if what happened the previous year worked and what can/should be changed to meet the needs of the students. We must make sure that students' IEPs are written with meaningful individualized goals that state clear objectives, aligned with the common core, and are consistently monitored. We must power each student up with specific strategies that meet his learning needs, and provide the opportunities for these students to make these strategies their own. We must empower each student to use his strengths to build upon his areas of need. And along this empowering process, students realize that they can compensate for their learning needs to meet high expectations. We must recognize the courage it takes for them to be who they are. We must understand that their needs are diverse, but know that they are capable. We must, without fail, make them part of the whole. Include them in discussions. Include them in activities. Include them in the mindset that we are a community of learners who come together individually to make up the whole. And each individual is a valued necessity to the equation. We must ensure that they work to their highest ability level.

DIBELS: The **Dynamic Indicators of Basic Early Literacy Skills (DIBELS)** are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills. DIBELS are utilized for our early readers to gather integral data needed to determine strengths and weaknesses in an effort to assist them in the latter years.

EIP Checklist: Children start school at a designated chronological age, but differ greatly in their intellectual development and experience base. The Early Intervention Program (EIP) is designed to serve students who are at risk of not reaching or maintaining academic grade level. The purpose of the Early Intervention Program is to provide additional instructional resources to help students who are performing below grade level obtain the necessary academic skills to reach grade level performance in the shortest possible time.

Parent/Student Survey Data: It is always important to include all stakeholders in the decision making process. Parent/Student data gives pertinent information as to how we can make our school a better place to learn. Our parent involvement surveys demonstrate a

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high level of satisfaction with the parental involvement events at King Elementary School. Parents feel they are welcome at all events and that events are planned and organized to meet the specific needs of our school community. 85% of the students feel welcomed and accepted at the school and 74% of our parents are satisfied with the communication.

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.

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.

In 2015, the Georgia Milestones Assessment System became the test that the state would use to gage achievement and growth for students in grades 3-5. For the 2015-2016 school year the number of students scoring above grade level in reading were 69/165 students or 42% (Third Grade), 41/128 students or 32% (Fourth Grade) and 68/155 or 44% (Fifth

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Grade) representing the following growth/decline: +2, +1, and +3 respectively when compared to the previous year.

For the 2015 – 2016 school year the number of students scoring developing or above in English Language Arts were 54/165 or 37% (Third Grade), 49/128 or 38% (Fourth Grade), and 84/155 or 54% (Fifth Grade) representing the following growth/decline: +5%, -10%, and +5% respectively when compared to the previous year.

For the 2015 – 2016 school year the number of students scoring developing or above in Math were 71/162 or 44%, 66/129 or 51%, 71/155 or 46% representing the following growth/decline: -18%, -5%, and -3% respectively when compared to the previous year.

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 . .) . . .

Martin Luther King Jr. Elementary School does not have a migrant student population. However, in the event the school gains migrant students we will introduce programs/classes that will introduce English instruction or Spanish-language parenting classes beginning with basic phrases for translation. We are more interested in trying to promote literacy in the home so that children arrive in school better prepared to succeed.

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. We did not have the advantage of acquiring standardized achievement results as in the past; however, we have utilized various other means of assessing the students at King.

- Kindergarten, 1st and 2nd grade students are assessed using the Dynamic Indicators of Basic Early Literacy Skills tests, Georgia Kindergarten Inventory of Developing Skills, grade level common assessments and unit assessments created by county personnel. As with all of our assessments, teachers analyze data to determine strengths and weaknesses of students and instruction. The DIBELS data shows a weakness in fluency for students at all grade levels as well as Basic fluency, Comprehension, recognizing basic sight words, blending, and Phonemic awareness. The grade level common assessments demonstrate weaknesses in organization, conventions and forming sentences. Our math assessments demonstrate a weakness in understanding the steps to solve a word problem, fact fluency and logical thinking.

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- Students in 3rd, 4th, and 5th grades are assessed using the Georgia Milestones Assessment System, Dibels Math data, grade level common assessments and unit assessments created by county personnel. As with all of our assessments, teachers analyze data to determine strengths and weaknesses of students and instruction. Various assessments showed deficiencies in Numbers and Operations, Geographic Understanding, Economic Understanding, Physical Science, Earth Science, Reading Literature, Algebra, and Conventions of Standard English.

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

- Economically disadvantaged students . . .
- Students from Major racial and ethnic groups . . .
- Students with disabilities . . .
- Students with limited English proficiency . . .

We have disaggregated data from Student Learning Objective Assessments and the Georgia Milestones Assessment System to garner a better picture of how our students grew in correlation to other students in the state of Georgia. This data will help us better plan our future endeavors. However, the common assessment data and the limited data that we do have has helped us reach the conclusions below.

GMAS Scores Data FY 2015 and FY 2016

Georgia Milestones Assessment System														
Data FY 2015														
Teacher	Number of Students	Mean Score	Beg Learner (180-	Dev Learner (475-	Prof Learner (525-	Dist Learner (581-	Below Grade Level	Above Grade Level	Number of Students	Mean Score	Beg Learner (180-	Dev Learner (475-	Prof Learner (525-	Dist Learner (581-
	English Language Arts								Mathematics					
Brady	28	453	68%	21%	7%	4%	68%	32%	28	476	50%	46%	4%	0%
Cahill	23	460	52%	43%	4%	0%	52%	48%	23	483	39%	48%	13%	0%
Cleveland	24	444	71%	29%	0%	0%	75%	25%	24	474	38%	63%	0%	0%
Ivy	21	461	57%	38%	5%	0%	57%	43%	21	474	52%	38%	10%	0%
White	20	469	55%	25%	15%	5%	55%	45%	20	500	25%	55%	15%	5%
Winfrey	18	517	6%	67%	22%	6%	11%	89%	18	562	0%	22%	44%	33%
DES	6	417	100%	0%	0%	0%	100%	0%	6	462	67%	33%	0%	0%
Average		**460.143**	**58%**	**32%**	**8%**	**2%**	**60%**	**40%**		**490.143**	**39%**	**44%**	**12%**	**5%**
	140		**82**	**45**	**11**	**3**	**84**	**56**	140		**54**	**61**	**17**	**8**
Egorugwu	24	485	38%	54%	8%	0%	50%	50%	24	497	25%	54%	21%	0%
Hill	22	480	50%	32%	18%	0%	55%	45%	22	490	27%	64%	9%	0%
Nash	28	493	43%	29%	29%	0%	54%	46%	28	501	32%	36%	32%	0%
Johnson	25	444	72%	20%	8%	0%	80%	20%	25	466	56%	36%	8%	0%
Rose	26	476	38%	54%	8%	0%	77%	23%	26	482	46%	38%	15%	0%
DES	6	436	67%	33%	0%	0%	100%	0%	6	448	83%	17%	0%	0%
Average		**469**	51%	37%	12%	0%	69%	31%		**480.667**	**45%**	**41%**	**14%**	**0%**
	131		**67**	**48**	**16**	**0**	**91**	**40**	131		**60**	**54**	**19**	**0**
Laster	20	466	60%	30%	5%	5%	70%	30%	20	468	65%	25%	5%	5%
Davis	27	474	44%	44%	11%	0%	63%	37%	27	473	52%	41%	7%	0%
Donegan	28	465	61%	32%	7%	0%	61%	39%	28	471	57%	36%	7%	0%
Huguley	23	493	39%	39%	17%	4%	48%	52%	23	489	30%	52%	13%	4%
Lovings	28	478	50%	39%	11%	0%	54%	46%	28	488	43%	39%	14%	4%
Vassall	23	480	52%	35%	13%	0%	61%	39%	23	478	61%	22%	17%	0%
Average		**476**	**51%**	**37%**	**11%**	**2%**	**60%**	**41%**		**477.833**	51%	36%	11%	2%
	149		**76**	**54**	**16**	**2**	**89**	**60**	149		**76**	**53**	**16**	**3**

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Georgia Milestones Assessment System
Preliminary Data FY 2016

Teacher	Number of Students	Mean Score	Beg Learner (180-	Dev Learner (475-	Prof Learner (525-	Dist Learner (581-	Below Grade Level	Above Grade Level	Number of Students	Mean Score	Beg Learner (180-	Dev Learner (475-	Prof Learner (525-	Dist Learner (581-
	English Language Arts								Mathematics					
Atwater	27	491	48%	30%	15%	7%	26%	74%	27	512	15%	52%	33%	0%
Freeman	20	446	75%	20%	50%	0%	75%	25%	20	466	70%	25%	5%	0%
Harris	20	461	55%	35%	10%	0%	50%	50%	19	482	47%	47%	5%	0%
Ivy	19	466	68%	16%	16%	0%	47%	53%	18	492	44%	28%	28%	0%
Johnson	17	469	65%	29%	6%	0%	47%	53%	16	470	69%	25%	6%	0%
Murph	19	481	42%	47%	11%	0%	47%	53%	19	491	42%	42%	16%	0%
Wright	21	442	81%	10%	10%	0%	76%	24%	21	473	52%	38%	10%	0%
Guzman	11	458	73%	18%	0%	0%	64%	36%	11	465	73%	27%	0%	0%
Zachary	11	409	100%	0%	0%	0%	91%	9%	11	440	100%	0%	0%	0%
Average		458.111	67%	23%	13%	1%	58%	42%		476.778	57%	32%	11%	0%
	165	-2.032	111	38	22	1	96	69	162	-13.365	94	52	19	0
Fuller	26	514	19%	35%	38%	8%	27%	73%	26	516	23%	35%	31%	12%
Huguley	21	468	48%	48%	5%	0%	52%	48%	21	477	33%	62%	5%	0%
Jackson	20	445	75%	20%	5%	0%	85%	15%	20	466	60%	35%	5%	0%
Johnson	24	466	67%	29%	4%	0%	79%	21%	24	476	63%	29%	8%	0%
Respress	21	469	67%	29%	5%	0%	71%	29%	21	475	48%	43%	10%	0%
Knox	16	427	94%	6%	0%	0%	94%	6%	17	460	71%	24%	6%	0%
Average		464.833	62%	28%	10%	1%	68%	32%		478.333	50%	38%	11%	2%
	128	-4.167	79	36	12	2	87	41	129.334	-2.334	64	49	14	3
Egorugwu	27	478	52%	41%	7%	0%	52%	48%	27	466	67%	30%	0%	4%
Hill	26	487	42%	35%	23%	0%	54%	46%	26	493	31%	46%	23%	0%
Jackson	24	469	54%	42%	4%	0%	58%	42%	24	466	54%	46%	0%	0%
McGhee	26	498	31%	42%	27%	0%	42%	58%	26	488	42%	35%	23%	0%
Muhummad	26	476	42%	46%	12%	0%	69%	31%	26	469	69%	23%	8%	0%
Shields	26	479	54%	27%	15%	4%	62%	38%	26	470	62%	23%	15%	0%
Average		481.167	46%	39%	15%	1%	56%	44%		475.333	54%	34%	12%	1%
	155	5.167	71	60	23	1	87	68	155	-2.5	84	52	18	1

The data shows the data from the GMAS for the 2014 – 2015 school year as well as the 2015 – 2016 school year. The data shows a decrease in the mean scores in ELA for third and fourth grade by -2.032 and -4.167 respectively and an increase in the mean scores in ELA by +5.167 in fifth grade. The data shows a decrease in third, fourth and fifth grade scores by -13.365, -2.334 and -2.5 respectively. Although scores on the Criterion Referenced Competency test had not been stellar, the scores on the Georgia Milestones Assessment System have been dismal at best.

Students with Disabilities in Reading (+9%)
Students With Disabilities in ELA (No Change – all students performed at the Beginning Learner stage in Reading.)

English Language Learners in Reading (+36% - previously no ELL students scored Above Grade Level on the Reading Assessment)

English Language Learners in ELA/Science and Social Studies (All data is not currently in for these students)

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Although the GMAS scores are not inclusive, we do have ACCESS scores for our ELL population. Data shows that we had 81 students in the ELL program in 2014-2015 at King. Of those 81 students, 45 remained who we were able to show progress on the ACCESS test. As a reminder, in order to determine Progress, an English Learner Composite Proficiency Level is concerted to a Performance Band level and that EL must move in a positive direction from one cohort Performance Band level to the next, based on a comparison between the EL's prior ACCESS for ELLs CPL score and most recent ACCESS for ELLs CPL score.

Of the 45 students who remained, 38 demonstrated progress (84%).

The following charts show the growth data according to the Student Learning Objectives Assessments:

Kindergarten ELA Data:

Growth Summary (171 Students)		
High Growth:	115	79.0 %
Expected Growth:	17	12.0 %
Low Growth:	13	9.0 %

Kindergarten Math Data:

Growth Summary (168 Students)		
High Growth:	69	47.0 %
Expected Growth:	41	28.0 %
Low Growth:	38	26.0 %

Data for kindergarten shows significant growth in ELA and about 1/3 of our students exhibiting low growth.

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First Grade ELA Data:

Growth Summary (172 Students)		
High Growth:	6	4.0 %
Expected Growth:	47	33.0 %
Low Growth:	88	62.0 %

First Grade Math Data:

Growth Summary (170 Students)		
High Growth:	3	2.0 %
Expected Growth:	43	31.0 %
Low Growth:	94	67.0 %

Data shows that more than half of our first grade students showed expected or high growth.

Second Grade ELA Data:

Growth Summary (202 Students)		
High Growth:	34	20.0 %
Expected Growth:	49	28.0 %
Low Growth:	91	52.0 %

Second Grade Math Data:

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Growth Summary (210 Students)		
High Growth:	16	9.0 %
Expected Growth:	53	29.0 %
Low Growth:	112	62.0 %

Second Grade Science Data:

Growth Summary (208 Students)		
High Growth:	10	6.0 %
Expected Growth:	54	30.0 %
Low Growth:	116	64.0 %

Second Grade Social Studies Data:

Growth Summary (206 Students)		
High Growth:	23	13.0 %
Expected Growth:	45	26.0 %
Low Growth:	108	61.0 %

Our second grade data shows that more than half of our students are showing low growth in all areas on the Student Learning Objectives Assessment.

- The data has helped us reach conclusions regarding achievement or other related data.
  - The major strengths we found in our program were . . .

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

- Kindergarten
  - Basic Addition and subtraction
  - Sorting and classifying
  - Comparing
  - Skip Counting
  - Graphing

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- Letter recognition

- First Grade
  - Basic Addition and subtraction
  - Sorting and classifying
  - Comparing
  - Graphing
- Second Grade
  - Basic Addition and subtraction
  - Sorting and classifying
  - Comparing
  - Blending
- Third Grade
  - Reading Skills and Vocabulary Acquisition
  - Literary Comprehension
  - Operations and Algebraic Thinking
  - 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 <u>needs</u> we discovered were . . .

- Kindergarten
  - Basic fluency
  - Comprehension
  - Basic sight words
  - Phonemic awareness
  - Blending
- First Grade
  - Basic fluency
  - Comprehension
  - Basic sight words
  - Phonemic awareness

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).

- Blending
- Second Grade
  - Basic fluency
  - Comprehension
  - Basic sight words
  - Phonemic awareness
- Third Grade
  - Numbers and Operations
  - Geographic Understanding
  - Economic Understanding
  - Physical Science
- Fourth Grade
  - Earth Science
  - Reading Literature
  - Text type purposes
  - Production & distribution of writing
- Fifth Grade
  - Algebra
  - Historical Understandings
  - Reading Literature
  - Conventions of Standard English
  - Knowledge of Language

    - The <u>needs we will address</u> are . . .
- Kindergarten
  - Basic fluency
  - Comprehension
  - Basic sight words
  - Phonemic awareness
  - Blending
- First Grade
  - Basic fluency
  - Comprehension
  - Basic sight words
  - Phonemic awareness
  - Blending
- Second Grade
  - Basic fluency
  - Comprehension
  - Basic sight words

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- Phonemic awareness
- Third Grade
  - Numbers and Operations
  - Geographic Understanding
  - Economic Understanding
  - Physical Science
- Fourth Grade
  - Earth Science
  - Reading Literature
  - 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
      - Numeracy
      - Integration of contents
      - Vocabulary Development
      - Writing Across the Curriculum
      - Technology
- Fifth Grade
  - Numbers and Operations
  - 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
      - Numeracy
      - Integration of contents
      - Vocabulary Development
      - Writing Across the Curriculum
      - Technology
      -

The ROOTCAUSE/s that we discovered for each of the needs were . .
(How did you get in this situation? What are some causes?)

- Retention of teachers who have been previously trained in specific areas
- Year Long Vacancies in grades 3, 4 and 5

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- Sporadic Certified Vacancies in grade 1 and 4
- Not Utilizing the Explicit Instruction Format to teach students
- Lack of differentiation in classrooms
- 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
- Transitioning students
- Absenteeism of students

Attendance continues to be an area of concern for King Elementary School. Our attendance and discipline data for the year is as follows:

Yearly	Semester	Week of 5/16	YTD Students with 6 + Absences	YTD OSS Days	YTS OSS Events	YTD OSS Days
King	95.14%	94.13%	86.83%	625	463	252

The data shows improvement needed in the areas of student absences and discipline concerns. The need for professional development with regards to classroom management and a firm discipline plan has already been discussed. It is imperative that we keep students in school as much as possible, since if they're not at school we cannot effectively teach them.

The teacher attrition rate is only 13% which is dismal.

An additional piece of data that has been used to inform instruction is the Median Growth Percentile Scores located on the Statewide Longitudinal Data System. For the first time, the Georgia Department of Education is publishing Georgia Student Growth Reports for teachers, students and schools. For over a decade, CRCT scaled scores, GMAS scores and performance levels have answered the question, "How much has this student achieved compared to the state's grade-level performance standards?" The new growth score, called a Student Growth Percentile (SGP), answers the question, "How much did a student grow over the previous year compared to his or her academic peers?" The chart below shows the score ranges for low, typical and high growth.

SGP Range	Description
1 – 34	Low Growth
35 - 65	Typical Growth
66 - 99	High Growth

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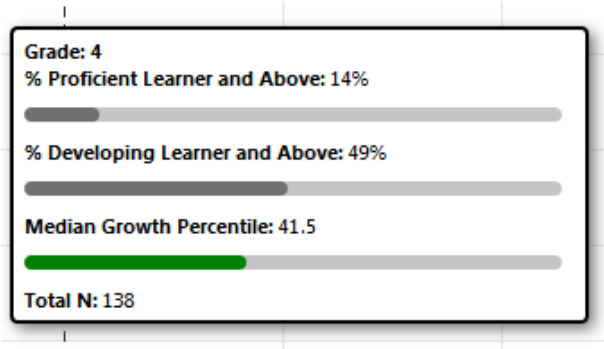
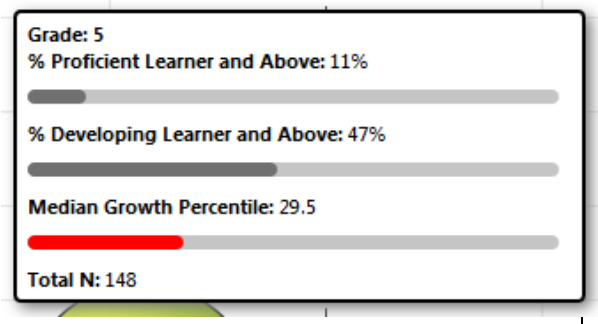
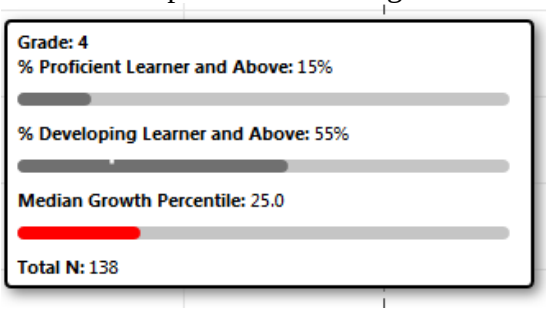
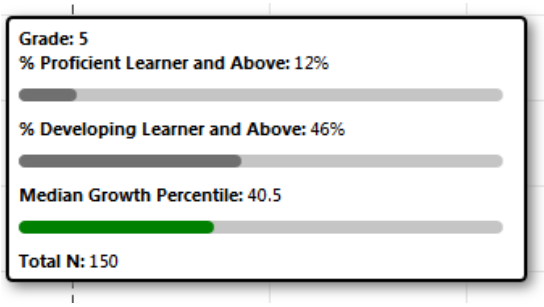
The two charts below show the SGP in ELA for King Elementary for the 2015 school year with the inception of the Georgia Milestones Assessment System.





The next two charts show the SGP in Math for King Elementary for the 2015 school year with the inception of the Georgia Milestones Assessment System:





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

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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. It is imperative to note that our CCRPI score suffered a traumatic drop this year by 19.7 points. Thus our CCRPI Score goals are as follows:
  - 2016: 45.67
  - 2017: 46.74
  - 2018: 47.81
- To have at least 50% of the third, fourth and fifth grade students score in the developing level or higher on the Georgia Milestones Assessment System in all areas. This will set a baseline for achievement for subsequent years.
- To have at least 30% of the third, fourth and fifth grade DES students score in the developing level or higher on the Georgia Milestones Assessment System in all areas. This will set a baseline for achievement for subsequent years.
- To have at least 30% of the third, fourth and fifth grade ELL students score in the developing level or higher on the Georgia Milestones Assessment System in all areas. This will set a baseline for achievement for subsequent years.

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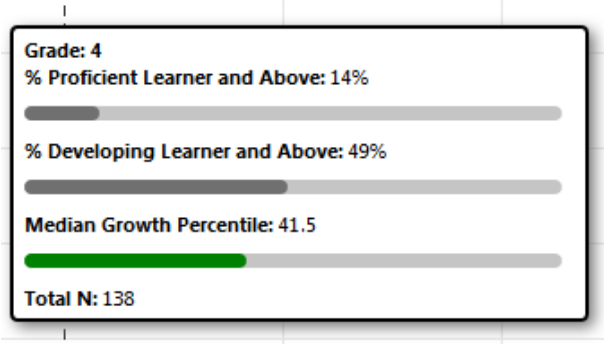

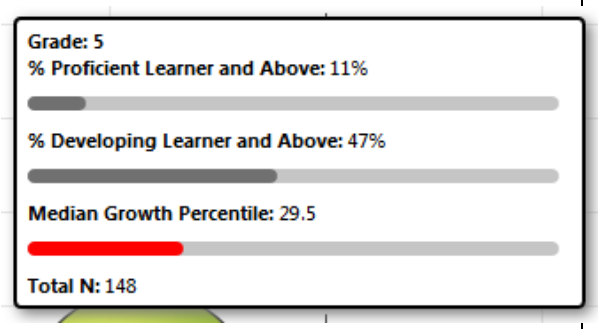

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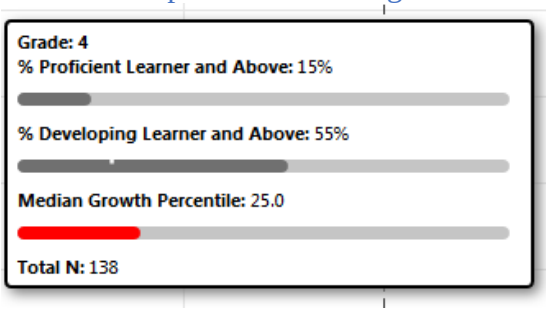

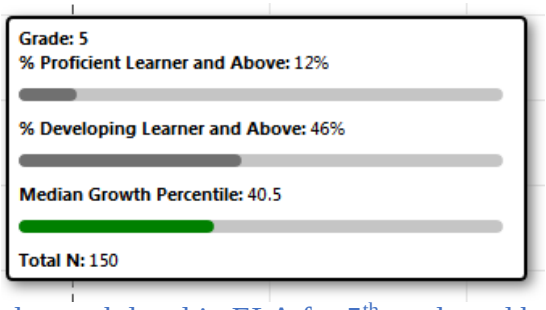

Data indicates that we are below the expected growth level in ELA for 5th grade and below expected growth for ELA in 4th grade.

2. Schoolwide reform strategies that:

Response: King Elementary uses a variety of scientifically researched based intervention strategies to provide students with an opportunity to become successful and improve academically. The incorporation of Explicit instruction into every subject area has provided students the opportunity to ensure that they have a structured, systematic, and effective methodology for teaching academic skills. Graphic organizers are used to assist students with organizing their thoughts. Students are grouped according to their ability and move forward at their own pace, with teacher guidance. The Early Intervention Program (EIP Teacher), classroom teacher, an administrator; English as a Second Language (ELL) teacher(s) and SCORE (Stimulating Creativity Originality Reasoning Excellence) teacher meet to determine if students are making progress and what steps must be taken to provide remediation or

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enrichment to students. Martin Luther King Jr. Elementary uses Dynamic Indicators of Basic Early Literacy (DIBELS), Direct Instruction, Early Intervention Program (EIP), CRISS strategies and Thinking Maps. Explicit instruction is the method implemented by CCPS to ensure that all students receive instruction that is systematic, direct, engaging and success oriented. With this brings the incorporation of word walls, and technology.

• 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).
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 . . . ➢ Explicit Instruction: In the quest to maximize students' academic growth, explicit instruction, a structured, systematic, and effective methodology for teaching academic skills is utilized across the school. ➢ Standards Based Classroom Instruction: Each classroom must be standards based. Teachers and students must have a clear understanding of the expectations (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. ➢ Word Wall: Word Walls should be evident throughout the building utilizing pertinent vocabulary and tiering up words to increase vocabulary with and for students. ➢ 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 ➢ CRISS Strategies: In order to effectively implement the aforementioned strategies, the teachers need the knowledge to plan lessons that are based on C.R.I.S.S. Frameworks. Keep in mind, Project CRISS is a cross-curricular initiative. If the students read, write, speak, or do things in a learning environment, CRISS applies. The training uses core content to reflect the

- 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).

majority of participants, but the fundamentals of the CRISS Frameworks are based on what we know about how humans learn. It is appropriate to train vocational, fine arts, business, physical education, technology, and other content area teachers.

- Write Score provides an analytical approach to writing by which teachers are able to determine the areas where their students' need additional help and provide differentiated instruction to optimize student growth. With data-driven classroom instruction, teachers can effectively use classroom time and resources to achieve their educational goals. Write Score has proven valuable in being able to develop reading, writing, and science products that meet important educational standards:
  - Align with state standards.
  - Analyze a student's ability to apply his knowledge in a performance task.
  - Recognize the constraints of real-world school budgets.
  - Provide the most relevant information needed by administrators and teachers.
  - Provide a quick turnaround time for scoring papers and returning relevant data.

- 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 additional Title 1 personnel to assist students with developing the much needed skills in an effort to strengthen our overall academic program within the school. These Title 1 paraprofessionals provide targeted assistance to students throughout the year that included small group sessions that were differentiated, focused and methodically planned with the individual student in mind. The use of thinking maps and various graphic organizers ensured that the level of competence was reached by each student. In addition, after school remediation programs are put into place to assist struggling readers and struggling mathematicians.

Our goal is to employ three Title 1 Paraprofessionals to provide targeted assistance to our population of students to increase student achievement. Paraprofessionals will provide methodical instruction to students within specific grade bands to include K-1, 2-3, and 4-5.

- Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:
    - counseling, pupil services, and mentoring services;
    - college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
    - the integration of vocational and technical education programs.

Response: King Elementary School has realized the importance of Science, Technology, Engineering and Mathematics—STEM, and therefore, STEM education—are vital to our future—the future of our country, the future of our region and the future of our children**.** STEM is everywhere; it shapes our everyday experiences. We experience STEM in our lives on a daily basis as do our students. Science is our natural world— sun, moon and stars…lands and oceans…weather, natural disasters, the diversity of nature, animals (large, small, microbial)…plants and food…the fuel that heats our homes and powers transportation…The list is almost endless. In today's world, technology means computers and smartphones, but it goes back to television, radio, microscopes, telegraph, telescopes, the compass, and even the first wheel. Yes, engineering designs buildings, roads, and bridges, but it also tackles today's challenges of transportation, global warming and environment-friendly machines, appliances and systems. We only have to look around to see what improvements to our lives and our homes have been engineered in the last decade alone. We encounter mathematics at the grocery store, the bank, on tax forms, in dealing with investments and the family budget. Every other STEM field depends on mathematics. STEM is important, because it pervades every aspect of our lives. With that in mind, it is imperative that we ensure that our students are knowledgeable regarding these processes especially since future standardized testing will depend partially on their knowledge in these areas and are set to be taken on the computer. With the new inception of EduTrax and all assessments being available and presented in an online format, it in increasingly more important that students are exposed to this information. In addition, more laptop carts will be made available to students and teachers to ensure that flipped learning moves to the forefront.

EIP

The Efficacy of Early Intervention Programs: A Meta-Analysis; *Exceptional Children, 52*(5), 417-424.1986, Casto, G., & Mastropieri, M.A.

- Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:
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    - the integration of vocational and technical education programs.

Findings:

In general, early intervention programs were found to have immediate benefits for populations with disabilities. These results were evident over a variety of outcome variables, including IQ and motor, language, and academic achievement.

DIBELS

Elliott, J., Lee, S. W., & Tollefson, N. (2001). A reliability and validity study of the Dynamic Indicators of Basic Early Literacy Skills–Modified. *School Psychology Review*, *30*(1), 33-49.

Elliott, S. N., Huai, N., & Roach, A. T. (2006). Universal and early screening for educational difficulties: Current and future approaches. *Journal of School Psychology*, *45*(2), 137-161.

RTI/ SST

Bender, W. N., & Shores, C. (2007). *Response to intervention: A practical guide for every teacher.* Thousand Oaks, CA: Corwin Press.

Bay, Bryan, & O'Connor, 1994; Hayek, 1987;Johnson & Pugach, 1991; Pugach & Johnson, 1989

Findings

The SST is consistent with trends in special and general education that focus on helping students with learning and behavioral difficulties participate and progress in the general education curriculum.

SSTs collaborate with teachers to enhance their knowledge and skills.

The SST process can reduce the number of formal referrals to special education by preventing those that are unnecessary and inappropriate. The SST process encourages teachers to try and

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document alternative interventions before considering referral to special education. SSTs also may reduce the number of student grade retentions.

CRISS

Deschler, D. D. et al. (2007). *Informed Choices for Struggling Adolescent Readers: A Research-Based Guide to Instructional Programs and Practices*. Delaware: International Reading Association & The Carnegie Corporation.

Heller, R. & C. L. Greenleaf (2007). *Literacy Instruction in the Content Areas: Getting to the Core of Middle and High School Improvement.* Washington, D.C.: Alliance for Excellent Education.

D. Franciosi , Project CRISS 08/2009 Killion, J. (2002). *What Works in the Elementary School: Results-Based Staff Development*. Oxford, OH: National Staff Development Council.

Findings

Grounded in over 30 years of research and classroom practice, Project CRISS provides high quality, practical professional development and support materials for K-12 teaching and learning. CRISS facilitates teaching and learning to rigorous standards

When Project CRISS is done well, it is the reform initiative for integrating the standards of excellence into a school system. Project CRISS implementation is the practical means to achieve the goals and expectations specified in the College and Career Readiness Anchor Standards and the English Language Arts Common Core State Standards.

Thinking Maps

Holzman, Stefanie. *Thinking maps: Strategy-Based Learning for English Language Learners (and Others).*

- Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:
    - counseling, pupil services, and mentoring services;
    - college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
    - the integration of vocational and technical education programs.

Findings

Thinking Maps are visual teaching tools, such as Circle, Bubble, Double Bubble, Flow, Multi-Flow, Brace, Bridge, and Tree maps. The maps create a common visual language to help students organize information and learn content in all disciplines.

Thinking Maps are eight visual-verbal learning tools, each based on a fundamental thinking process and used together as a set of tools for showing relationships.
Thinking Maps® give teachers a common language for meaningful learning.
The consistency and flexibility of each of the Thinking
Maps promotes student-centered and cooperative learning, concept development, reflective thinking, creativity clarity of communication continuous cognitive development.
Students construct knowledge, much like carpenters working together using a common set of tools to build a new structure. Thinking Maps help students become independent, reflective, life-long problem-solvers and learners.

Explicit Instruction
Archer, A., & Hughes, C. (2011). Explicit Instruction: Effective and Efficient Teaching. NY: Guilford Publications.

Findings
The effectiveness of explicit instruction has been validated again and again in research involving both general education and special education students. While it has proven to be very helpful for normally progressing students, it is essential for students with learning challenges. Explicit instruction is absolutely necessary in teaching content that students could not otherwise discover. For example, without explicit input, how would an individual discover the sound associated with a letter, the quantity associated with a number, the steps in an efficient math algorithm, the order of operations in algebra, the process for sounding out words, the construction of a persuasive essay, the elements in scientific inquiry, or a spelling rule for dropping the final *e*? Explicit instruction is helpful not only when discovery is impossible, but when discovery may be inaccurate, inadequate, incomplete, or inefficient. For

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    - college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
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example, a student may generate a strategy for taking notes on text, but the strategy may be laborious and the notes incomprehensible. This student would benefit from explicit instruction on a more effective alternative. Another student may have a cursory idea of a concept through reading text, but may need explicit instruction to ensure that the nuances of the concept are understood.

- Address how the school will determine if such needs have been met; and
    - are consistent with, and are designed to implement, the state and local improvement plans, if any.

- *Response:* Our school utilizes the counselors, social workers, and psychologist to assist in assessing and addressing the needs of students in situations when such services are deemed necessary by teachers and/or administrators.
- Parent/Teacher Conferences are held in all grades to bring together knowledgeable stakeholders for the purpose of strategizing on behalf of students.
- Data notebooks are used to assist teachers and parents in gauging a foundation on where the child is academically, socially, emotionally, and behaviorally.
- Bi weekly data meetings and collaborative planning sessions are held to determine if student needs are being met.
- Once the aforementioned services and strategies have been implemented, the school determines if the needs have been met by stakeholder observations/evaluations of the student, student interview, and student performance as gauged by GMAS, DIBELS, benchmark testing and teacher observation.
- Student Led Conferences are held three times per year in an effort to ensure that students can speak to their data and know their own deficiencies. Once students now their deficiencies, teachers, parents and the students make a plan of attack on the best means to bring about achievement for students.

- Response To Intervention (RTI) services are used to provide extra support in academics and behavior.

3.	Instruction by highly qualified professional staff

Response:

All regular education and special education teachers are Highly Qualified (HiQ) certified based on county and state guidelines. A copy of their current teaching certificates are submitted to the principal and maintained in a file cabinet in his office. 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 1119and 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. For example . . . (Be specific.)

Professional development is the cornerstone of any great plan. To this end input from stakeholders in the building was gathered. Teachers were asked to complete a needs assessment through a Google Document outlining what they thought was most important when thinking about professional development. After getting this data, specific professional development sessions were begun within the building. Teachers are kept abreast of course offerings through the county and provided 'away' time through Title 1 to attend sessions when possible. The Professional Development that will be offered this year at Martin Luther King Jr. Elementary School:

- Common Core Training
- TKES Training
- Literacy Across the Curriculum
- SharePoint Training
- Differentiated Instruction (Learning Stations)
- Data Driven Instruction
- Math and Science Labs including Gizmos
- Classroom Management
- Content-Specific Training
- CRISS
- Peer Mediation

4.	In accordance with Section 1119and 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.

- 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 across the curriculum.

- Select teachers will receive Mind Set and peer mediation training for the purpose of improving student behavior and conflict resolution.

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)

- The site facilitators serve as on-site professional developers. The facilitators will conduct weekly professional development during grade level planning to address the instructional needs of teachers. In addition, teachers will be invited to attend Saturday Academies facilitated by outside consultants to address specific needs. To encourage teacher participation, stipends will be offered. Then, Title I funds will be used to purchase books for staff members that address pedagogy and learning strategies related to various contents. Finally, to build capacity, the train-the-trainer model will be used for redelivery of specific information from educational conferences attended by teachers

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 . . .

- Teachers collaboratively plan with administrators as well as instructional facilitators. Teachers should be creating common assessment probes, bi weekly assessments as well as disaggregating data to find trends. In addition, teachers should be assessing student work to ensure that a common thread exists where evaluation is concerned. The K-2 curriculum coordinator has been enlisted to provide professional development

4.	In accordance with Section 1119and 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.

on further unpacking of standards, utilizing data to drive instruction and developing explicit lesson plans to develop critical thinking skills for students. In addition, our school will be trained on Formative Instructional Practices (FIP). These modules will enable teachers to better serve students by differentiating between assessment for learning and assessment of learning and also understanding the difference between formative and summative assessments.

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

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.)

HiQ teachers are attracted to King Elementary and seek employment after an extensive interview with the principal and assistant principal. Each candidate is asked to visit during the instructional day to become familiar with our school's culture and expectations. In addition, candidates are screened during the annual CCPS Job Fair.

Staff members new to the building are assigned a school-based mentor to assist with becoming more familiar with the culture of King Elementary. Release time is provided for new staff 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.

Our total number of HiQ staff members is 66.

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 schoolwide 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:

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 form private schools plus students entering our school throughout the school year . . .

- **Pre-Kindergarten** (Rising Kindergarten Students)

- Pre-K Visits – neighborhood daycare centers visit for approximately 2 hours to help rising kindergarten students meet the Kindergarten Instructional team and see firsthand what a day in kindergarten is like.

- Our school also has a lottery funded pre-k program on – site. The lead teacher of this program works carefully with school administration and the counselor to highlight any strengths and/or weaknesses of the pre-k students here on campus to facilitate a smooth

transition. In addition, these students perform visits to our kindergarten classes and our cafeteria throughout the school year.

- For the students that enter our school throughout the year and those that come to us from private schools we conduct a one-on-one with the counselor. During this time the counselor provides them with an information package which has a general overview of the school, information about administrators and faculty, bell schedule, map of the school, transportation information, and information on extra-curricular activities. After this meeting students are personally escorted to their classes by the counselor where they are introduced to the class and teacher.

- For the fifth grade students that are leaving our school and going to middle school we will maintain a culture in the school and classroom that prepares students for this transition. We will also provide a fifth grade orientation on transitioning to middle school. We will invite students and faculty from out feeder middle school to come over to observer and provide verbal information and literature about their school, clubs, and extra-curricular activities. Finally, we will departmentalize instruction to prepare students for their transition to middle school.

8.	Measures to include teachers in the decisions regarding the use of academic assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Response:

The ways that we include teachers in decisions regarding use of academic assessment are:

- Teachers view the school wide assessment results during weekly grade level meetings.
- Identify strengths and weaknesses in order to complete a root cause analysis on GMAS, Benchmark, DIBELS, and Unit Test data in order to provide a remedy for deficiencies.
- 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.

Title 1 funds are used to purchase materials needed to build student mastery for success throughout the school building. This year we will purchase the iReady program to assist with the diagnostics and remediation of students who are below grade level. Additionally, technology is an important focus for the school and the district. Title 1 funds will assist us in ordering document cameras, projectors for modular units, laptop carts, iPod carts and supplies as we host student led conferences and complete data notebooks across grade levels.

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.)

- Saturday School - remediation in the areas of Math and ELA.
- Parent Teacher Conferences are held in all grades.
- Student Led Conferences are held in all grades.
- Data notebooks are used to assist teachers and parent in gauging a foundation on where the child is academically, socially, emotionally, and behaviorally.
- 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).
- Drop Everything And Read (DEAR) and Drop Everything and Write (DEW) are implemented on a rolling schedule to assist students in writing as well as Reading initiatives.
- Georgia Department of Education (GADOE) GMAS website information provide to parents during parent conferences, Parent Night(September) and via our Husky Headliner (newsletter)
- iReady will be used to diagnose weaknesses of students across grade levels and provide sufficient remediation to those students.
- Professional Development for use with the iReady program.

As stated before, Title 1 funds are used to purchase materials needed to build student mastery for success throughout the school building. This year we will purchase the iReady program to assist with the diagnostics and remediation of students who are below grade level. Additionally, technology is an important focus for the school and the district. Title 1 funds will assist us in ordering document cameras, projectors for modular units, laptop carts, iPod carts and supplies as we host student led conferences and complete data notebooks across grade levels.

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 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. Title I funds will be used to provide professional development training based on school needs. The funds will also be used to purchase materials and supplies for faculty/staff. Letters will be sent through CCPS mail to parents informing them of school events, activities, attendance, testing schedules, etc. In addition pamphlets are available in the Counselor's suite located in the main office on various topics for parents. We host an annual Title I Parent Information Night in September to inform parents that we are a Title I school and that our funds are used to improve instruction for the children that we serve. Our PTA and Partners in Education support our school by providing funds for field trips, bumper stickers, ribbons, coupons, etc. These items benefit the students and staff. The following state and federal programs are consolidated in the schoolwide plan. ➢ Georgia Pre-K program funded completely by the Georgia State Lottery. ➢ Program for Exceptional Students – Funds from the federal government used to provide services and resources for students with disabilities ➢ Title IIA funds – Funding for professional development for staff members to attend workshops and conferences ➢ QBE Funds – Funding received by the state based on student enrollment. Title 1 assistance is necessary as we continue to provide necessary resources to students to assist them with mastery of content standards especially with reading mastery, since most of our population is not on grade level in reading. The use of Title 1 funds to provide these minute resources becomes more apparent when parents come and thank us for the additional supports.

11. Description of how individual student assessment results and interpretation will be provided to parents.
Response:

- Parents are provided with standardized assessment results as well as an interpretive guide during our annual parent Title 1 meeting held in the cafeteria before Open House.
- Progress reports are sent home with students every four and one half weeks and parents are contacted if students fall below a C average. Students are given multiple opportunities for success and teachers must provide evidence that students are being remediated and that scores and the level of mastery is being tracked.
- During Open House, parents have the opportunity to come in and ask questions regarding the results of the assessments. Additionally, the GMAS student guide and parent guide are posted on the school website to give parents a glimpse into the kinds of questions provided on the test.
- Local School Council Meetings and PTA meetings will be used to provide information on assessment results

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

Response:

The principal, assistant principal responsible for testing, instructional facilitators, and the lead EIP teacher collect all relevant data on the achievement and assessment results of our students. Disaggregation of all data is performed by this team. This occurs within hours of this data being received as the teams divides the task and retreats to relative seclusion to accomplish the task in a timely manner.

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

Response:

Data is collected via Student Learning Objectives, GMAS, GKIDS and DIBELS. After data is collected from these assessment tools, results are uploaded into EduTrax for teachers to access at their grade level meetings. STAR Reading, 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 is posted throughout the school, in data notebooks located in the Data room (Room 404), and teacher Data Notebooks. Information is also posted on our school and district website. Data is shared during our annual Title 1 meeting with parents and is discussed prior to student led conferences.

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. Grade level chairs were provided with a Google document in which to give input from their grade level as well as parents who give input through the parent liaison. The following members have given input into the Title 1 plan:

NAME	POSITION/ROLE
Carl R. Jackson	Principal
Nicole Reese	Assistant Principal
Pamela Murphy	Assistant Principal
Douglas Henry	Parent Liaison
Schmekia Tate	Counselor
Opal Alford	Instructional Facilitator
Maria Wynn	Instructional Facilitator
Herbert Hart	EIP Teacher
Corey Bonner	EIP Teacher
Janice Knox	Grade Level Chair (K)
La'Aundria Leonard	Grade Level Chair (1)
Bernadette Whatley	Grade Level Chair (2)
Grace Egorugwu	Grade Level Chair (3)
Taquila Collins	Grade Level Chair (4)
Tellisa Hill	Grade Level Chair (5)
Courtney Keaton	Lead Paraprofessional
Rondah Pittman	Parent
Neametrice Reeves	Parent

17. Plan available to the LEA, parents, and the public.
Response: The Title 1 Plan was developed by the Leadership 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 emergent (initial stage), operational (implemented), or fully operational (fully implemented at mastery). Our goal is to consistently function in the fully operational area. It is important for all stakeholders to have input via surveys, conferences, and emails. The plan is placed on the P drive for those within the building and placed on our school website for stakeholders outside of the building.
18. 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: King Elementary translates some of the documents prior to sending them home. Our school has a growing number of students that speak English as a Second Language. Internal staff members and web-based translations sites such as www.freetranslation.com are utilized to translate pertinent information. CCPS district provides Language Line Over the Phone Interpretation Services for parent conferences when interpreters are not available and when parents are not available to meet in person. Interpreters are hired by the district and are usually requested to attend a conferences as well as assisting when English Language Learner (ELL) parents are enrolling. Connect Ed phone messages are sent to further assist our parents who struggle with literacy. Signage will be posted in general areas of the school that will inform parents that interpretation services are available.

19. Plan is subject to the school improvement provisions of Section 1116.
Response: The Title 1 plan is subject to the school improvement provisions of Section 1116 which is to improve the academic achievement of disadvantaged students, and to involve stakeholders in the decision making process. The plan is updated annually with stakeholder input and monitored throughout the year.