

## **1. Comprehensive Needs Assessment**

The rationale for implementing the Title I School wide Model is to provide expanded services to more students, thereby positively affecting the achievement of all our students. Our school wide approach also allows for better coordination between staff, parents, School Council members, PTO members, Title I Director, Parent Involvement Coordinator and students at Doves Creek Elementary. Doves Creek will maintain a CRCT emphasis, coordinating instruction alignment with the Georgia Professional Standards. In planning the School Improvement Plan, we have implemented strategies and goals to support our System Mission statement: The Elbert County School System will create the structure and opportunities needed for all students to learn. In looking at our needs assessment areas, we focused on the strategic goal area of attaining high achievement and success.

To reduce the gaps in achievement, teachers plan collaboratively, set high standards, and assess skills often to insure that students are achieving mastery. Our mission is “to provide a quality education to the students at Doves Creek Elementary through dedication and commitment to excellent teaching, guidance, and instruction. We have set the following goals for our students for the 2011/2012 school year:

1. 83.8% of the students in grades 3-5 will meet and/or exceed in Math on the CRCT.
2. Reduce the Achievement gaps between sub-groups in math; the black student pass rate will increase from 69% to 72% in grades 3-5 on the CRCT (subgroup-closing the gap).
3. In the Research and Writing domain, students in grades 3-5 will improve on the CRCT by 2% (from 78% to 80%) with 50% or more of the questions answered correctly.

Data from the past three years is analyzed to effectively plan instruction and goals for the school year. A root cause analysis was completed to assess needs and growth. The System wide plan and School Keys were reviewed to incorporate those goals and strategies to accomplish achievement and success for our students. GKID, Benchmark, and CRCT data were reviewed at the end of the 2010/2011 school year. Efforts were made to inform parents concerning this process and the functioning of the school’s Title I program as a whole via parent letters, PTO meetings, school newsletter, School Council, and a parent survey. Parent input and concerns were addressed through open communication, program initiatives, conferences, student grade reports, and grade level planning. Continued assessment is an integral part of the school’s efforts to insure that all students receive a program of study that will allow them to meet the state’s proficient and advanced levels of performance.

In comparing spring 2010 data from the Criterion Referenced Competency Test, students maintained Reading mastery as shown in percentages school wide in the spring of 2011. Reading instruction continues to be strength at Doves Creek Elementary. Each grade level in 3-5, showed significant gains in the exceeds area for Reading. Third grade improved from 13% students exceeding in 2010 to 32% exceeding in 2011. Fourth grade improved from 10% exceeding Reading standards in 2010 to 26% exceeding in 2011. Fifth grade improved from 0% exceeding Reading standards in 2010 to 37% exceeding in 2011. Weaknesses in the following domains were identified: third grade-Information; fourth grade-Vocabulary; fifth grade-Information and Media Literacy.

There was also a significant improvement in students exceeding in ELA standards on the Spring 2011 CRCT in grades 3-5. The third grade students improved from 0% exceeding in 2010 to 26% exceeding in 2011. Fourth grade students improved their exceeding rate in ELA from 5% in 2010 to 17% in 2011. Fifth grade students improved their success rate from 9% exceeding in 2010 to 47% exceeding in 2011. The Research and Writing domain was identified in all three grade levels, 3-5, as the weak domain in ELA.

Math is a continuing emphasis at Doves Creek. Significant gains were shown in the 2011 CRCT scores for grades 3-5. Third grade students increased in the meets category from 38% in 2010 to 55% in 2011. Third grade students also improved in the exceeds category from 13% in 2010 to 23% in 2011. Fourth grade students showed improvement from 50% meeting standards in 2010 to 54% meeting in 2011. For the fourth grade students exceeding standards, 5% exceeded in 2010 as compared to 19% exceeding in 2011. The fifth grade students improved from 48% meeting standards in 2010 to 69% meeting standards in 2011. 15% of the fifth grade students exceeded in 2011 as compared to 0% exceeding in 2010. Third grade students showed a weakness in the Algebra and Geometry domain in 2011. Fourth grade students showed a weakness in the Data domain. And fifth grade students displayed a weakness in the Numbers and Operations and Measurement domains.

Though significant gains were shown in Math in the 2011 data, evidence showed the need to reduce the achievement gaps between the student sub-groups. Currently, students rising to grades 4 and 5 have achieved a 77% pass rate in math. To achieve an overall passing rate of 83.8%, 5 students from grades 4 and 5 will need to increase to meeting standards. The black student pass rate should increase from 69% to 72% in grades 3-5 on the CRCT to close the sub-group gap.

Social Studies showed gains in students in grades 3 (6% increase) and 5 (5% increase) meeting standards on the 2011 CRCT. Grades 3-5 showed significant gains in the numbers of students exceeding standards in Social Studies on the 2011 CRCT: third grade- 0% in 2010 to 16% in 2011; fourth grade-0% in 2010 to 9% in 2011; and fifth grade-4% in 2010 to 27% in 2011. Third grade students showed weaknesses in the Civics domain. Fourth grade students showed weaknesses in the Economics domain. The weak domain for fifth grade students was Geography on the 2011 CRCT.

Third and fourth grade students showed a decline in meeting standards in Science on the 2011 CRCT: Third grade-54% in 2010 to 45% in 2011; fourth grade-50% in 2010 to 48% in 2011. However, both grades had significant gains in the exceed categories: third grade-13% in 2010 to 45% in 2011; fourth grade-5% in 2010 to 28% in 2011. Fifth grade students improved in meeting standards from 39% in 2010 to 42% in 2011. Fifth grade students improved in exceeding standards from 13% in 2010 to 44% in 2011. The third grade did not show a significant weakness in any Science domain. Fourth grade students demonstrated a weakness in the Earth and Physical Science domain. The fifth grade students showed a weakness in Earth Science.

Bubble students and at risk sub-group students will continue to receive additional support in Math and Reading/English Language Arts. Ongoing professional support will provide strategies to differentiate as needed for students and to use Best Practices strategies to provide extra support for these students.

## **2. School wide Reform Strategies**

Goal for Performance Objective 1.1- 83.8% of the students in grades 3-5 will meet and/or exceed in Math on the CRCT.

- Administer, analyze and use data from diagnostic assessments such as CRCT and Benchmark testing to determine student achievement levels and inform instruction.

Artifacts for evaluation of implementation of strategies and impact on students learning include:

- \*Standardized data results
- \*Data charts
- \*RTI data
- \*Student rosters
- \*Balanced Scorecard
- \*Planning logs
- \*Critical list of students identified

- Ensure that all students participate in a Standard Based curriculum. (Teachers differentiate curriculum based on individual student needs.)
- Additional support of differentiation provided.
- Develop a plan to train all teachers on standards-based walk through.

Artifacts for evaluation of Implementation of strategies and impact on student learning include:

- \*Administrative observation and checking lesson plans
- \*Awareness walks
- \*Common Assessments
- \*Student Learning Units
- \*Student work

- \*flexible grouping
- \*alternative assessments

- Administration schedules and protects time for teacher collaboration focused on system and school identified priorities

Artifacts for evaluation of implementation of strategies and impact on student learning include:

- \*Daily schedule
- \*Meeting logs
- \*Teacher feedback
- Build capacity of parents to support student learning by sending home a weekly preview of what will be studied in math at all grade levels.

Artifacts for evaluation of implementation of strategies and impact on student learning include:

- \*Parent contact logs
- \*Parent survey results
- \*Community meeting agendas
- Develop common performance tasks in math that demonstrate higher order thinking (Bloom's Taxonomy)

Artifacts for evaluation of implementation of strategies and impact on student learning include:

- \*Two performance tasks per grade level for 2011-2012 year
- Leadership team meets twice a month on Thursdays as needed to monitor plan

Artifacts for evaluation of implementation of strategies and impact on student learning include:

- \*Meeting notes

Goal for Performance Objective 1.2- Reduce the Achievement gaps between sub-groups in math; the black student pass rate will increase from 69% to 72% in grades 3-5 on the CRCT (subgroup-closing the gap).

- Identify students who may need additional help in the first 3 weeks of school and determine domain needs.
- Identify the number of students needed to pass this goal on the October FTE count.

Artifacts for the evaluation of implementation of strategies and impact on student learning include:

- \*List of students
- \*Lesson plans with differentiation available for these students

Goal for Performance Objective 1.3-In the Research and Writing domain, students in grades 3-5 will increase from 78% to 80% of students answering 50% or more of the questions correctly. (2 students)

- Develop a writing benchmark at grades 2, 4, 6 and 7 using the state writing rubric (academic scoring tool) as a model.

Artifacts for evaluation of implementation of strategies and impact on student learning include:

- \* Benchmark assessments
- \* Student work samples
- \*Review of lesson plans
- \*Minutes from grade level meetings

- Writing across the curriculum will be emphasized and monitored by the school leadership.

Artifacts for evaluation of implementation of strategies and impact on student learning include:

- \*Lesson plans,
- \*Work samples
- \*Teacher observations
- \*Walk throughs
- \*Writing in content area schedules
- \*Minutes from grade level meetings

- Incorporate the system-wide standard protocol of writing/reading with writing consultant to incorporate best practices.

Artifacts for evaluation of implementation of strategies and impact on student learning include:

- \*Writing/reading protocol

- Provide teachers with the content descriptor for the Research and Writing Domain at each grade level.

Artifacts for evaluation of implementation of strategies and impact on student learning include:

- \*Copies of descriptor
- \*Lesson plans
- \*Reflect emphasis on domain

### **3. Highly Qualified Professional Staff**

The Doves Creek Elementary staff maintains its focus on student achievement and instruction. The 27 certified staff members and 12 classified staff members are dedicated to making our students successful. All certified teachers and classified paraprofessionals are highly qualified. A mentoring program for beginning and/or teachers is provided through the County Personnel Office. New staff members at Doves Creek are assigned a mentor in the building level, and Teacher Support Specialists provide guidance and support to assist new or beginning teachers.

#### **3a) Recruitment and Retention of Highly Qualified Teachers**

It is believed that a well planned and active recruitment program is essential in attracting the most competent and qualified personnel to work in the Elbert County School System. It is further believed that the recruitment and selection process of certificated personnel will provide opportunities for all qualified candidates to be considered for employment in the school district, and the recruitment and selection of certificated personnel will assure nondiscrimination on the basis of sex, race, age, color, disability, religion, or national origin. The following plan of action assists in the recruitment and retention efforts in Elbert County School System.

##### ***Plan of Action:***

- TeachGeorgia – use Georgia clearinghouse as a vehicle to attract, recruit, and hire prospective teachers. It is utilized to post vacancy announcements.
- Appropriate colleges and universities, as well as other in-state and out-of-state institutions are made aware of existing vacancies by preparing and distributing vacancy announcements.
- An annual plan for participation in recruitment activities is implemented and recruitment packets are prepared to include applications and brochures, are made available to colleges and universities.
- On-line application is accessible to prospective applicants via Elbert County School System web page.
- Job vacancy link via Elbert County School System web page post vacancies and announcements.
- System level Mentoring / Induction Program will be developed for new teachers (one to three years teaching experience) in Elbert County. Teacher leaders representing each school will be appointed to serve as the liaison between the

schools and system level. They will assist new teachers in transitioning to the school organization and classroom.

- Georgia Teacher Alternative Preparation Program (GaTAPP) will be used for prospective applicants who are career switchers and have not taken the appropriate teaching preparation courses.
- Incentive/Bonus Packet – allocate funds, when available, to be able to offer \$1000 bonus or other financial incentives to prospective qualified applicants with certain credentials (particularly in critical shortage teaching areas such as math, science, and special education).
- Provide professional development programs to train teachers on how to teach children with different learning styles and in improving overall quality of instruction, teaching, and learning.

#### **4. Professional Development**

Professional development is a critical component of any school's improvement efforts. In service is provided for teachers, paraprofessionals, and administrators to better instruct our students. The 2011/2012 Professional Development Plan was developed based on the Countywide School Improvement Plan initiatives, 2011 CRCT data, parent survey results, and Professional Learning Needs Assessment Survey results. Our 2011/2012 Professional Development Plan includes:

- Georgia Performance Standards
- "Raising the Bar in Writing" initiative
- Common Core Georgia Performance Standards
- Differentiation Cohort, grades K-5
- Technology training and integration
- Learning Focus Schools training
- Best Practices training
- ELA initiative, grades 3-5
- Economics for Teachers, grade 3
- Standards Based Classroom initiatives
- Best Practices in Math training, grades K-5
- Destination Math and Reading training
- District Change Team
- Understanding Dyslexia
- GAPPs reviews
- STAR Literacy training

#### **5. Strategies to Increase Parental Involvement**

- Open Door Policy
- Parent Volunteer Opportunities
- Breakfast with Dads

- Breakfast with Moms
- Guests for Lunch Day
- Grandparents' Lunch Day
- Open House
- Parent Information Night
- Math Night
- Parent CRCT Information Night
- Summer Community Resources Night
- Veterans' Day Program
- School Council
- PTO
- Spring Fling
- Family Literacy
- Parent Resource Center with Parent Liaison
- Kindergarten Readiness Night
- Mentoring Program
- Field Day
- Communications with Parent

- Monthly newsletters
- Special Events notifications
- School Website
- Community TV channel
- Community radio spots
- Student Handbook
- ELL translator/facilitator
- Daily agenda information, grades 3-5
- Phone communications
- Daily Home folders
- Home/School Connection publication
- Reading Connections publication
- Grade level newsletters
- \_Agendas
- Math newsletters
- Refrigerator reminders, grades K-2

- Make and Take sessions
- Book Fairs, twice a year
- Awards Assemblies
- Accelerated Reader events
- Friday events

## **6. Transition for Preschool and Fifth Graders**

Preschool students' parents are invited to a Kindergarten Readiness Night in March. Parents are introduced to routines, procedures, and expectations of kindergarten. Kindergarten teachers are introduced, and parents visit the classrooms to get a "snapshot view" of the transition. Preschool students visit kindergarten classes in late April and early May to see routines and procedures.

Fifth grade students visit the middle school in early May to tour the school. Peer leaders guide groups of the fifth grades through a brief schedule. The middle school counselors and administrators meet with the fifth grade students to give an overview of the middle school experience. An orientation night is scheduled to further inform parents and students.

## **7. Including Teachers in Decisions**

Teacher involvement is a critical component in student achievement. At Doves Creek Elementary both teacher expertise and suggestions are valued. Opportunities for teacher input are provided through the following:

- Grade Level Meetings
- School Council Membership
- PTO Membership
- School Improvement Teams
- Faculty Meetings
- Informal and Formal Conversations
- Open Door Policy
- Surveys

## **8. Coordination and Integration of Federal, State, and Local Services and Programs**

As a Title I School wide Program school, Doves Creek Elementary supports student achievement to help meet the diverse needs of our students who do not meet or exceed standards. To coordinate and integrate our services and programs, we do the following:

- Hire staff - teachers and paraprofessionals
- Provide professional development - Title I, Title II
- Offer Early Intervention Programs to reduce class sizes
- Offer after school tutorials for Math to Grades 3-5
- Purchase resources, supplies, equipment
- ELL/ESOL Teacher

## **9. Activities to Insure Mastery for students Who Experience Difficulty Mastering Standards**

- Instructional Support from Math Coach, Writing Coach, Reading Support Consultant, RTI Coach, Administrations
- Data Analysis
- Early Intervention Program (Teachers)
- After School Math Tutorials
- Title I Paraprofessionals
- Enrichment/Intervention Scheduling
- Progress Monitoring
- Benchmark Testing
- Direction Instruction Targeting Reading and Language
- iSTEEP Assessments
- Collaborative Planning
- Co-teaching emphasis on Math grades 4-5
- Parent Conferences and Contacts
- STAR Literacy assessments
- Support for subgroups in Reading and Math
- HeadSprouts
- HeadSprouts Comprehension

## **10. Individual Student Assessment Results and Interpretation Provided to Parents**

- Data Charts
- Report Cards every Nine Weeks
- Online Grade Reports
- Agendas and Communication Folders
- Open Door Policy
- Parental Contact
- Parent-Student Conferences
- ELL Parent Liaison
- School Website
- Progress Reports
- Newsletters
- Parent Information Meetings
- Parent Visitation Rights
- Required parent contacts
- Reports from CRCT results

## **11. Provisions for Collection and Disaggregating of Data for the Achievement and Assessment Results**

Classroom teachers and support staff collaboratively participate in reviewing assessments to identify specific weaknesses at grade level. Specific skill areas are identified through our data collection to target for mastery. Teachers collaborate to establish strategies and interventions to use for skill mastery. Post test data is used to monitor the benefits and effects of those strategies. Individual student data is assessed and progress is record to insure success for all learners.

Those students identified with additional strategy needs are supported through the Response to Intervention process. Specific interventions are used as needed for the individual student. Support personnel such as ESOL teachers, speech teachers, administrators, and psychologists work with students to intervene for success. Early Intervention Support and/or After School Tutorial may be incorporated in specific interventions for identified students.

## **12. Sounds Results for Each Category for which Assessment Results are Disaggregated**

Test results are analyzed annually to identify both strengths and weaknesses in student performance and growth. This information is used to plan instruction and teaching strategies to support all Doves Creek students. Data from the following assessments are disaggregated to make our instructional decisions for planning and strategies:

- CRCT
- Georgia Writing Assessment for Grades 3 and 5
- ACCESS for English Language Learners
- County Benchmark Assessments
- Student Writing Samples
- GKIDS
- iSTEEP
- Accelerated Reader
- STAR Tests
- STAR Literacy assessment
- Headsprouts
- Headsprouts Comprehension
- Reading Center
- Parent Survey

### **13. Provisions for Public Reporting of Disaggregated Data**

Communicating data to our stakeholders is very important. Realizing this, we make sure the data is available to all stakeholders by using the following tactics:

- Data Charts
- Newsletters
- Parent Meetings
- Student Council
- PTO
- Parent Information Nights
- Open House
- Main Office
- Community Channel
- Doves Creek Elementary Balanced Scorecard

### **14. Title I School wide Plan**

The Title I School wide Plan is developed, reviewed and revised at the beginning, middle, and end of each academic year as needed to provide instruction for all students. Data from parent/teacher surveys, test results, and other sources are used to develop the plan. Revisions are made as needs are identified and addressed.

### **15. Development with Community, Faculty, Principals, other School Staff, Pupil Personnel and Parental Involvement**

Our Title I School wide Plan was developed for school improvement with our stakeholders. Members involved in the planning include our School Improvement Team (Better Seekers), PTO President, Paraprofessionals and Administrators. Team members include:

Connie Spivey, Principal  
Teresa Todd, Kindergarten Teacher  
Yvette Sanders, First Grade Teacher  
Stephanie Brown, Second Grade Teacher  
Dolores Bell, Third Grade Teacher  
Rebecca Ray, Fourth Grade Teacher  
Karen Moorhead, Fifth Grade Teacher  
Kristen Anderson, Media Specialist

Carla Childs, Paraprofessional  
Laura Hernandez, Parent  
Tracey Hood, Parent  
Renee Dove, School Council  
Melissa Dias, School Council  
Christy Hart, PTO  
Laura Albertson, Principal's Assistant

**16. Plan Available to the LEA, Parents, and Public**

Our Title I School wide Plan is available to all stakeholders upon request.

**17. Translation and Other Documents**

Correspondence sent home is translated to Spanish when needed through ESOL services. Copies are retained on site.

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

Elbert County School System is working hard to provide programs to help all students succeed. These efforts include implementing the No Child Left Behind Act and are subject to the school improvement provisions of Section 1116. As part of our efforts to improve student achievement and implement No Child Left Behind, students may receive Supplemental Educational Services, which is free tutoring provided by State approved providers. These services will be available if any school in our district does not make Adequate Yearly Progress and is in Needs Improvement Status according to the No Child Left Behind guidelines. Only parent(s)/legal guardian(s) of students who qualify to receive free or reduced price meals may request Supplemental Educational Services.