



**Griffin-Spalding County School System  
Title I Schoolwide/School Improvement Plan**

<b>Schoolwide/School Improvement Plan Template</b>		
<b>School Name:</b> Orrs Elementary		<b>District Name:</b> Griffin-Spalding County School System
<b>Principal Name:</b> Dexter Martin		<b>School Year:</b> 2015-2016
<b>School Mailing Address:</b> 1553 Flynt Street Griffin, Ga. 30223		
<b>Telephone:</b> 770-229-3743		
<b>District Title I Director/Coordinator Name:</b> Ashley McLemore		
<b>District Title I Director/Coordinator Mailing Address:</b> Griffin-Spalding County School System 216 S. 6 <sup>th</sup> Street Griffin, GA 30224		
<b>Email Address:</b> ashley.mclmore@gscs.org		
<b>Telephone:</b> 770-229-3710 ext. 360		
<b>ESEA Accountability Status</b>		
(Check all boxes that apply and provide additional information if requested.)		
<b>Priority School</b> <input type="checkbox"/>	<b>Focus School</b> <input type="checkbox"/>	<b>Title I Alert School</b> <input type="checkbox"/>
<b>Principal's Signature:</b>		<b>Date:</b>
<b>Title I Director's Signature:</b>		<b>Date:</b>
<b>Superintendent's Signature:</b>		<b>Date:</b>
<b>Revision Date:</b>	<b>Revision Date:</b>	<b>Revision Date:</b>



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### **School Mission Statement:**

Learners today make leaders tomorrow through Opportunities, Responsibility, Respect and Success.

### **School Vision Statement:**

We dare to be better and to become the leader in student achievement and character development.

### **School Belief Statements:**

- A safe, clean, and inviting environment is necessary for optimal growth and development of the students.
- The inclusion of a character education promotes mutual respect among students, parents, and staff.
- Encouraging students to achieve to their potential by setting and maintaining high expectations is the shared responsibility of the students, parents, teachers, and local community.
- Involvement, communication, and recognition of achievement among students, parents, and staff is essential.
- An innovative, individualized, and Georgia Performance Standards-based program promotes creativity, critical thinking, and success for all learners.
- Technology and its varied applications enrich the learning process.
- Instructional activities should promote an awareness and appreciation of fine arts and cultural diversity.

### **System Strategy Map**

#### **Strategic Goal I – Student Achievement**

- Objective I.1 – Increase Content Mastery
- Objective I.2 – Post School Readiness
- Objective I.3 – Predictor for High School Readiness

#### **Strategic Goal II – Student and Stakeholder Engagement**

- Objective II.1 – Partner with Students
- Objective II.2 – Partner with Parents
- Objective II.3 – Partner with Community

#### **Strategic Goal III – Teacher Effectiveness**

- Objective III.1 – Be a Part of a Professional Learning Community
- Objective III.2 – Know Technology
- Objective III.3 – Do Lead a Standards-Based Classroom

#### **Strategic Goal IV – Reliable Organization**

- Objective IV.1 – Manage Core Process and Programs Effectively and Efficiently
- Objective IV.2 – Manage Finances and Personnel
- Objective IV.3 – Manage Perceptions
- Objective IV.4 – Maintain a Safe and Secure Learning Environment

#### **Strategic Goal V – Learning and Growth**



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- Objective V.1 – Recruit and Retain the Right People
- Objective V.2 – Learn GSCS Values and Culture
- Objective V.3 – Grow from Evaluations



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**Planning Committee Members**

NAME	POSITION/ROLE
Dexter Martin	Principal
Shavon Beckett	Assistant Principal
Paula Sanders	Counselor
Jackie Summerville	Kindergarten Teacher
Shannon O'Hara	First Grade Teacher
Missy Martin	Second Grade Teacher
LeAnn Clark	Third Grade Teacher
Cindy Cummins	Fourth Grade Teacher
Lori Ivey	Fifth Grade Teacher
Pam Thomaston	Special Education (Speech Language Pathologist)
Rhonda Grubb	Media Specialist
Katie Cobb	Computer Lab Teacher
Kathy Peaden	School Council (Parent)
Jamie Cannady	School Council (Parent)
Katheryne Fields	Partner in Education (Chicfila)
Tiffany Pucket	Partner in Education (Zaxby's)
Bill Norris	Partner in Education (Storage Village)
Jim Smith	Deputy Superintendent/CFO
Sharlene Patterson	Deputy Superintendent for Curriculum and Instruction
Ashley Crawford	Director of PK-12 Curriculum
Shelia Mincey	Director of Special Education, Data, Assessment and Program Evaluation
Sara Jones	Director of School Improvement
Ashley McLemore	Director of Federal Programs

**The Planning Team must include: (1) district administrators, (2) school administrators, (3) teachers representing different grades and content areas, (4) other professional staff (guidance counselors and curriculum specialists), (5) parents, (6) other community members and (7) students (secondary only).**



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**Schoolwide Program 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).
A.	<p>We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan.</p> <p>Those persons involved were leadership team members (all school groups represented), parents and community members, and administrators. They included Dexter Martin (principal), Shavon Beckett (assistant principal), Paula Sanders (counselor), Jackie Summerville (kindergarten), Shannon O’Hara (first grade), Missy Martin (second grade), LeAnn Clark (third grade), Cindy Cummins (fourth grade), Lori Ivey (fifth grade), Pam Thomaston (special education), Rhonda Grubb (media specialist), Katie Cobb (Specials teacher), Kathy Peaden (parent), Jamie Cannady (parent), Katheryne Fields (Partner in Education/Chicfila), Tiffany Pucket (Partner in Education/Zaxby’s), Sharlene Patterson (Deputy Superintendent for Curriculum and Instruction), Bill Norris (Partner in Education/Storage Village), Jim Smith (Deputy Superintendent/CFO), Ashley Crawford (Director of Pre-K to 12 Curriculum), Shelia Mincey (Director of Special Education, Data, Assessment and Program Evaluation), Sara Jones (Director of System School Improvement), and Ashley McLemore (Director of Federal Programs).</p> <p>The Schoolwide Planning Team met multiple times to conduct an annual review, needs assessment and ultimately to develop the schoolwide/school improvement plan. The meeting dates included January 7, January 14, January 21, January 26, January 28, January 30, and February 11.</p> <p>The ways they were involved were through data study, goal setting, and program review. At our Annual Review and planning sessions, team members looked at schoolwide assessment data from state and local assessments, student data from computer-based learning programs, student attendance, student discipline, parent/community engagement, professional learning and teacher retention. Team members divided into small groups for in-depth data study then met as a whole to share findings, make recommendations, and set achievement goals.</p>
B.	<p>We have used the following instruments, procedures, or processes to obtain this information:</p> <ul style="list-style-type: none"> <li>➤ Parent, student, community, and staff surveys</li> <li>➤ SLDS to disaggregate CRCT historical data</li> <li>➤ CCRPI data</li> <li>➤ Common assessment data</li> <li>➤ Review of professional learning activities and surveys</li> <li>➤ Review of strategies to retain highly qualified teachers</li> <li>➤ Study of promotion/retention/graduation rate</li> <li>➤ Review of discipline and attendance reports (Infinite Campus and SLDS)</li> <li>➤ Data analysis of computer-based programs (iRead, Read 180, Study Island, MyOn Reader, STEEP, System 44)</li> <li>➤ Brainstorming sessions were conducted during scheduled meetings to analyze and collect data from</li> </ul>



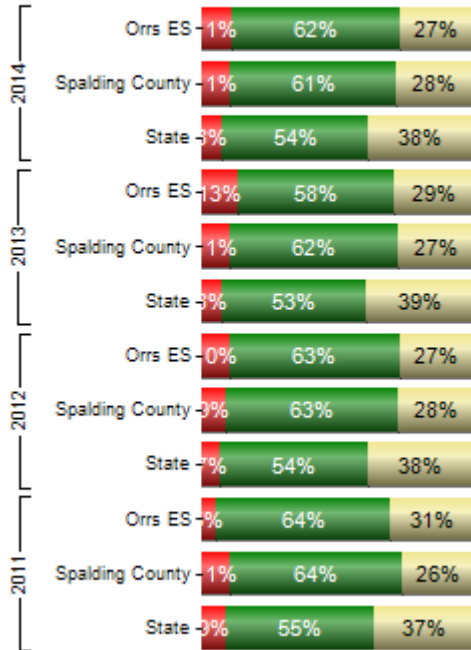
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	<p>various strategies and programs that we target as areas of concern</p> <ul style="list-style-type: none"> <li>➤ Strategies to retain highly qualified teachers- including staff celebrations, professional learning opportunities, collaborative planning time, administrative support and schoolwide activities for increasing morale/teacher satisfaction</li> <li>➤ School Council discussions and needs assessments</li> </ul>
C.	<p>The Griffin-Spalding School System has procedures in place that will be followed should migratory students be in attendance at an individual school. The school will work with the Director of Student Services, Director of Federal Programs and the Migrant Consortium to ensure the needs of migrant students are met if identified. Migrant students are identified based on the Parent Occupational Survey completed upon enrollment. The Department of Student Services reviews each survey to determine if the student may be a migrant student. All potential students are referred to the Migrant Consortium to start services provided by the consortium.</p> <p>The school will take into account the needs of attending migrant students by:</p> <ul style="list-style-type: none"> <li>➤ Conducting comprehensive assessments to identify academic strengths and weaknesses</li> <li>➤ Obtaining and using data from previous schools to correctly place the student</li> <li>➤ Identify special educational/instructional needs of migrant children</li> <li>➤ Determine which local services could benefit the family/children—including health, dental, transportation and counseling</li> <li>➤ Set goals with measurable outcomes to ensure that the student makes adequate progress</li> <li>➤ Work with the Migrant Consortium to provide services</li> </ul> <p>Additionally, a system translator/interpreter is available for bilingual parents and most academic programs have bilingual components available for use by students and parents.</p>
D.	<p>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. For example . . .</p> <p><b>Lagging Data:</b> Lagging data shows that Orrs’ third through fifth grade students are performing on target for the most part and scoring within a few percentage points of local and state averages on the state assessment. Students scored eight percentage points below the local average and three percentage points below the state average in the area of math. In science, they scored three percentage points below the local average and equal with the state average. In all other subject areas, students scored at or above the local and state averages.</p>

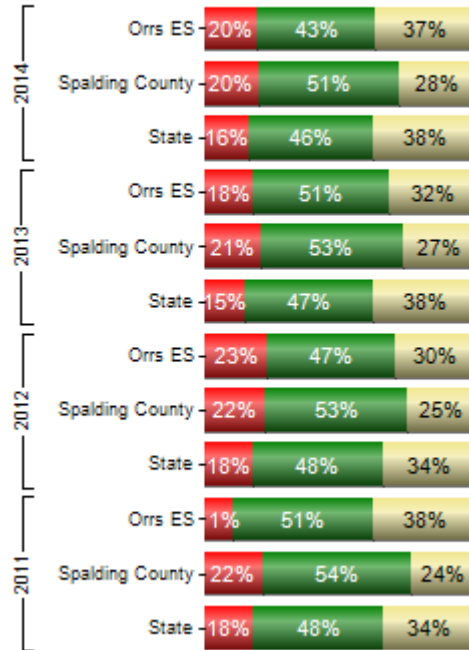


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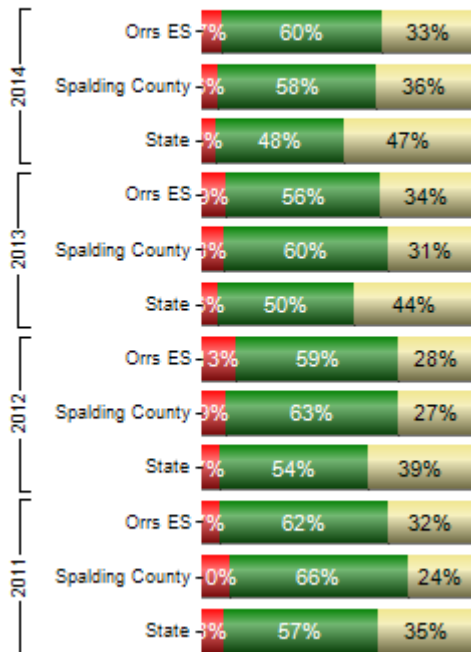
## Language



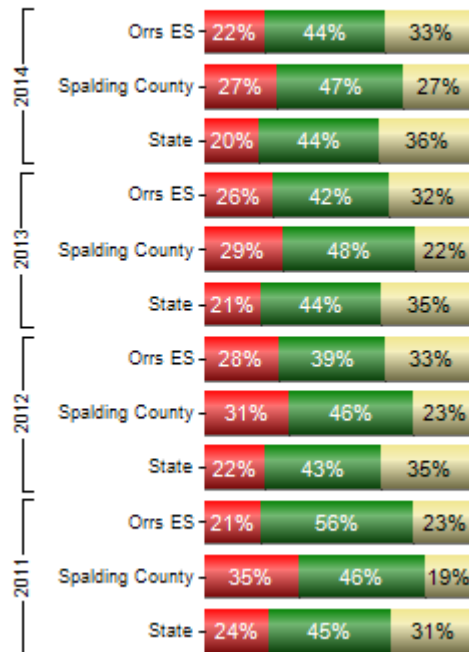
## Mathematics



## Reading

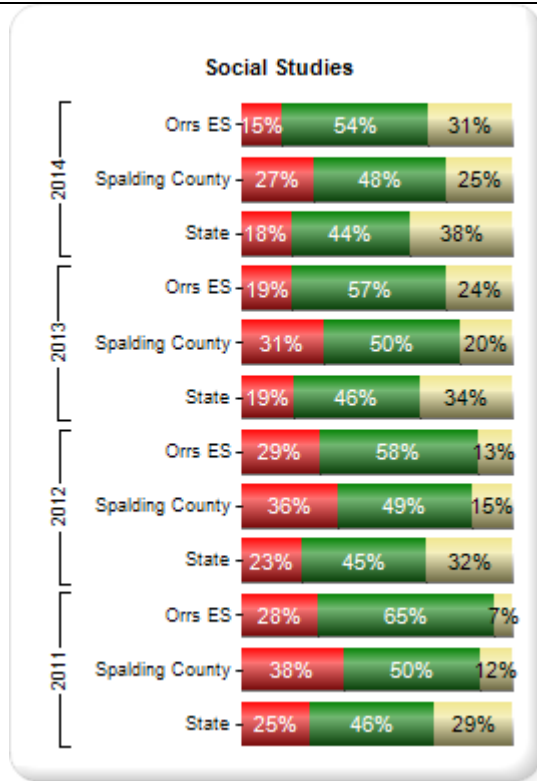


## Science





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Note: Red (Does Not Meet), Yellow (Meets), Green (Exceeds)

### Leading Data:

The second common assessment, taken in February, indicates growth in grades 3-5 for all core subject areas. All grade levels had the highest averages in science and social studies.

### Common Assessments (% of students meeting or exceeding standards)

	Reading/ELA		Math		Science		Social Studies	
	Aug.	Feb.	Aug.	Feb.	Aug.	Feb.	Aug.	Feb.
Grade 3	2%	12%	1%	19%	27%	69%	5%	56%
Grade 4	6%	16%	7%	24%	55%	87%	27%	69%
Grade 5	21%	35%	6%	22%	44%	92%	30%	71%





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**CCRPI Data:**

Orrs received a CCRPI score of 79.9 Reading (96%) and ELA (90%) were our highest scores, while math (86%) and social studies (87%) lagged slightly behind. The lowest score was in science (80%). The students scoring at meets/exceeds on the fifth grade writing test was 77%. Orrs' student attendance rate is excellent at 96%. The percent of students with disabilities being served in general education classrooms greater than 80% of the day is 79. Students in 3<sup>rd</sup> grade achieving a Lexile measure equal to or greater than 650 (55%) is slightly lower than students in the 5<sup>th</sup> grade achieving a Lexile measure equal to or greater than 850 (58%).

		Elementary School Indicators	Benchmark for Indicator (%)	Performance on Indicator (%)
		<b>Content Mastery</b>	1	Percent of students scoring at Meets or Exceeds on the ELA CRCT (required participation rate >=95%)
	2	Percent of students scoring at Meets or Exceeds on the Reading CRCT (required participation rate >=95%)	100%	95.9
	3	Percent of students scoring at Meets or Exceeds on the Math CRCT (required participation rate >=95%)	100%	86.1
	4	Percent of students scoring at Meets or Exceeds on the Science CRCT (required participation rate >=95%)	100%	79.8
	5	Percent of students scoring at Meets or Exceeds on the Social Studies CRCT (required participation rate >=95%)	100%	86.5
	6	Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs	90.6%	84.6
	7	Percent of Students With Disabilities served in general education environments greater than 80% of the school day	65%	78.8
<b>Post School Readiness</b>	8	Percent of students scoring Meets or Exceeds on the Grade Five Writing Assessment (required participation rate >= 95%)	100%	77
	9	Percent of students in grade 3 achieving a Lexile measure equal to or greater than 650	100%	54.8
	10	Percent of students in grade 5 achieving a Lexile measure equal to or greater than 850	100%	58.4
	11	Percent of students in grades 1-5 completing the identified number of grade specific career awareness lessons aligned to Georgia's 17 Career Clusters	100%	98.4
	12	Student Attendance Rate (%)	99.4	95.6

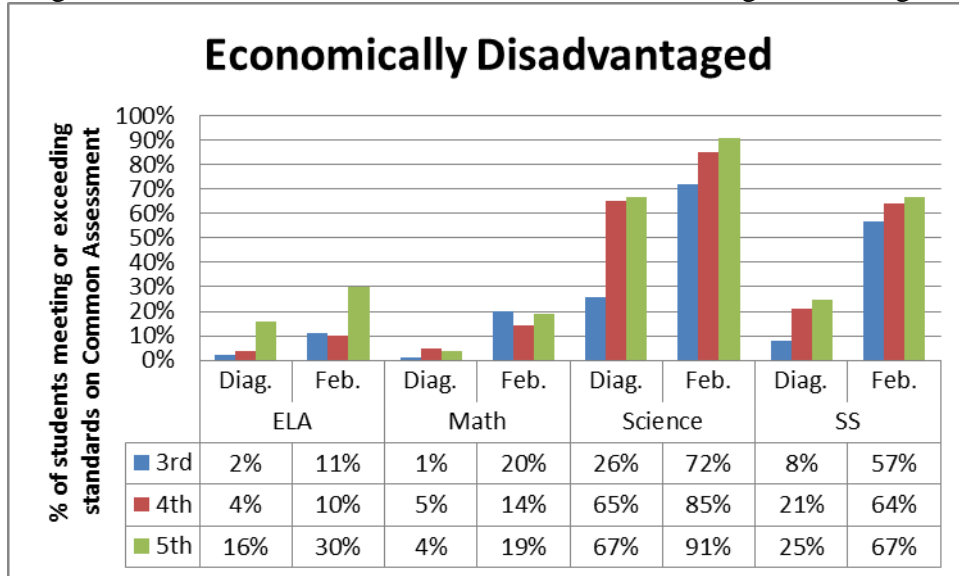


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E. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards [the Common Core Georgia Performance Standards (CCGPS)] and the State student academic achievement standards including:

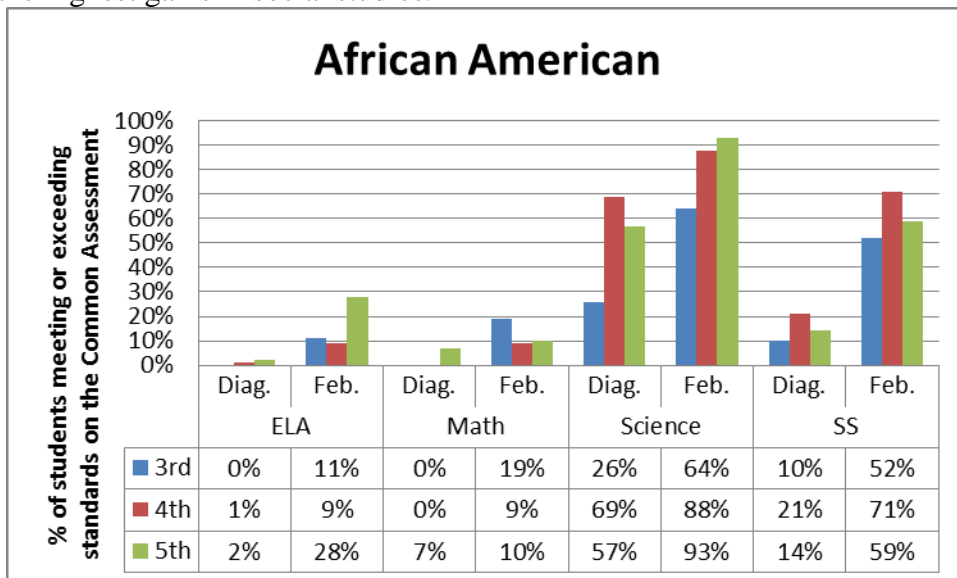
➤ **Economically Disadvantaged Students**

Economically disadvantaged students are showing growth in all core academic areas, with the highest level of growth being in science and social studies and the lowest level of growth being in ELA.



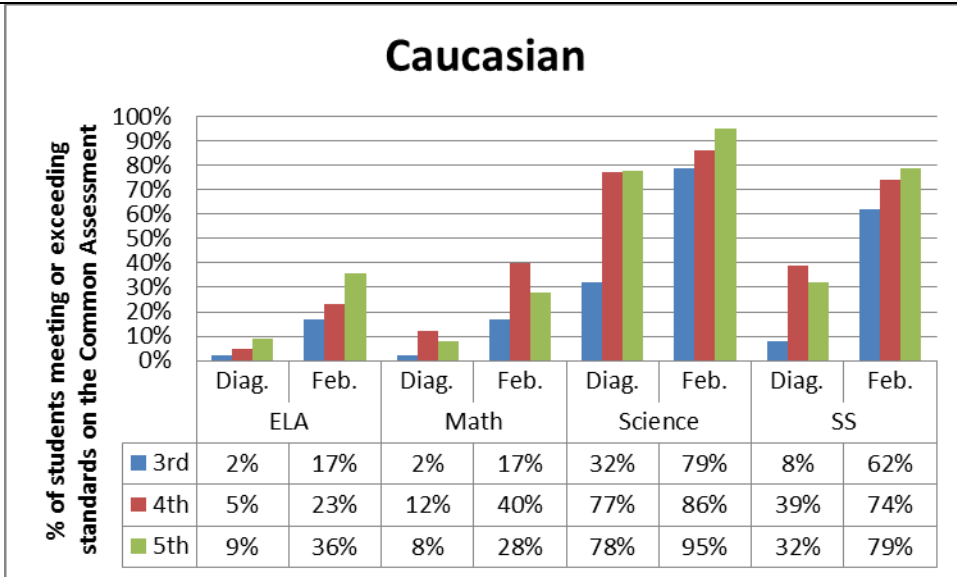
➤ **Students from Major Racial & Ethnic Groups**

Both African-American and Caucasian students are showing growth in all core academic areas. Both groups earned the highest gains in social studies.



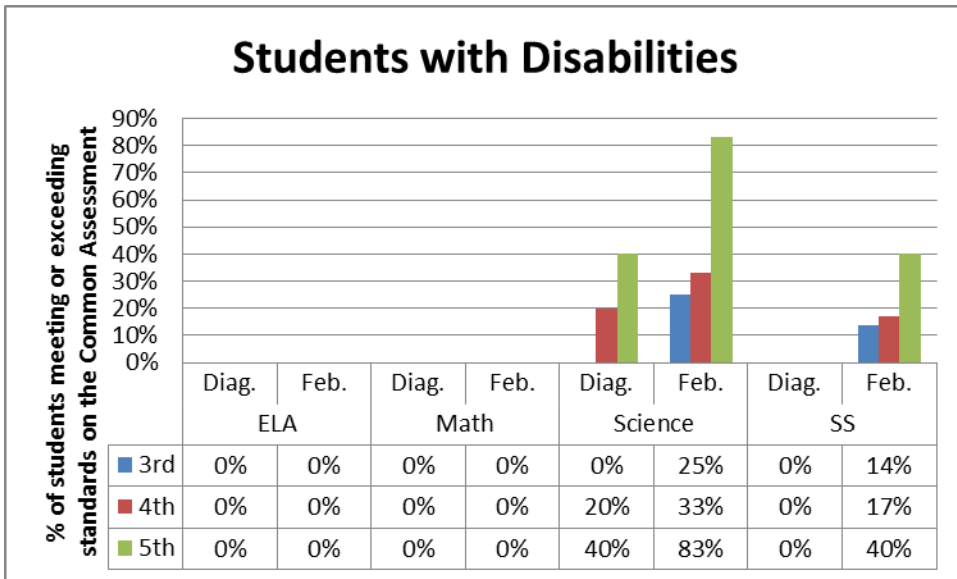


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➤ **Students with Disabilities**

Students with disabilities are showing growth in science and social studies. We need to close the gap with students with disabilities in ELA and math.

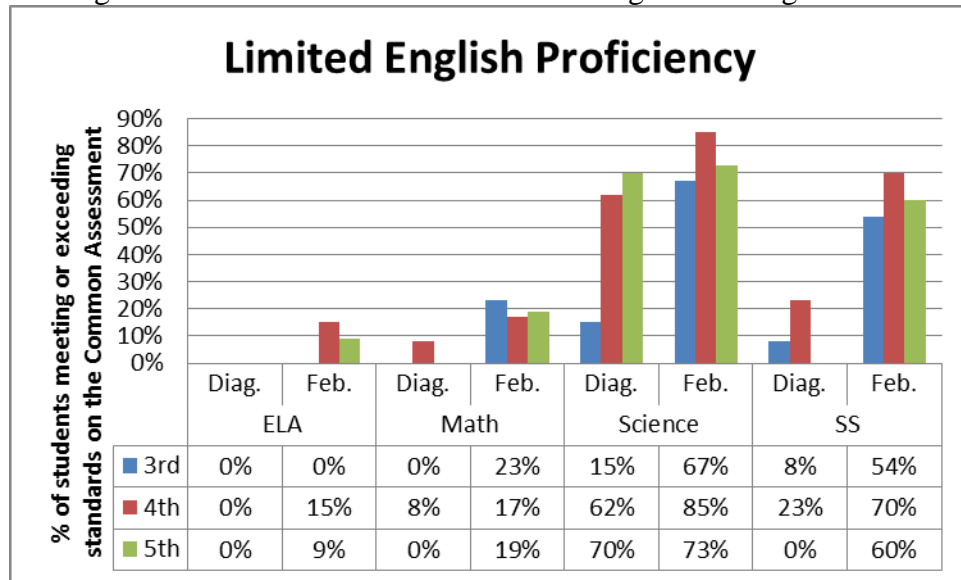




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➤ **Students with Limited English Proficiency**

Our limited English-speaking students are showing growth in all core academic areas, with the highest level of growth being in social studies and the lowest level of growth being in ELA.



F. The data has helped us reach conclusions regarding achievement or other related data.

➤ The major strengths we found in our program were . . .

3<sup>rd</sup> – 5<sup>th</sup> grade students are performing well on state assessments in ELA, science and social studies.

3<sup>rd</sup> – 5<sup>th</sup> grade students are also performing well on the local common assessments in science and social studies.

Based on STEEP data, our first graders showed a great deal of strength in the area of math computation. In the area of oral reading fluency, our fourth grade students were reading an average of 147 words per minute.

Our LEP, economically disadvantaged, Caucasian and African American students are scoring really well in the areas of science and social studies.

This data shows us that we are strong in the areas of ELA, science and social studies. We are also seeing a strong sense of math computation in our first and second graders, as well as a strong sense of social studies knowledge with our economically disadvantaged and African-American students. Our fourth graders are demonstrating a strong understanding in the area of oral fluency.

➤ The major needs we discovered were . . .

Our LEP students are not performing well in the area of ELA. This has a lot to do with the English language and the barriers it can present to LEP students.

Our students with disabilities are not performing up to par and we need to zone in and close the academic achievement gap with these students.

Our economically disadvantaged students are struggling in ELA and math.



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- The needs we will address are . . .  
We will continue to work with our ESOL Teacher to close the achievement gap with our LEP students. We will continue to focus on meeting the individual needs of our students in core academic areas. We will continue to work with the special education teacher to meet the diverse needs of our students with disabilities.
  
- The specific academic needs of those students that are to be addressed in the schoolwide program plan will be . . .  
We will continue our focus of math, especially word problems and computation fluency through various resources, including but not limited to: extra 20 minutes of math each day, Study Island, Mountain Math and Number Talks.  
In the area of reading, we will continue to focus on comprehension strategies and teaching children various reading skills including, but not limited to: locating facts, being able to infer, analyzing a text, and comparing and contrasting the different components of a text. We will also emphasize the use of Lexile Scores to help children determine the appropriate reading level for them.
  
- The ROOTCAUSE/s that we discovered for each of the needs were . . .  
The implementation of CCGPS has played a role in causing some of our needs in math. The reason being that the expectations are higher and the methods in which certain math skills are taught are different. Students are being required to think more in-depth in order to meet the expectations of CCGPS. CCGPS also requires higher levels of expectations in the area of reading. We are now using Lexile scores to help students when selecting appropriately leveled reading texts.  
Our population is also changing. We are very transient and are getting more students who have not been exposed to the material being taught. Thus, we are faced with the challenge of trying to fill in the learning gaps of those students who transfer in.

- G. The measurable goals/benchmarks we have established to address the needs were . . .
- Increase student achievement in ELA from 90.3% of students meeting or exceeding to 92% meeting or exceeding, as measured on the CCRPI report.
  - Increase student achievement in Reading from 95.9% of students meeting or exceeding to 98% meeting or exceeding, as measured on the CCRPI report.
  - Increase student achievement in Math from 86.1% of students meeting or exceeding to 90% meeting or exceeding, as measured on the CCRPI report.
  - The number of students in 3rd grade who have a Lexile level of 650 or higher will increase to 60%, as measured on the CCRPI report.
  - The number of students in 5th grade who have a Lexile level of 850 or higher will increase to 63%, as measured on the CCRPI report.
  - The number of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs will increase to 95%.



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*2.	Schoolwide reform strategies that:
	<p>The scientifically researched based schoolwide reform strategies we will implement during the 2015-2016 school year include:</p> <ul style="list-style-type: none"> <li>➤ Differentiated Instruction</li> <li>➤ Saxon Phonics</li> <li>➤ MyOn Reader</li> <li>➤ Flexible Grouping</li> <li>➤ System 44</li> <li>➤ Common Core Standard Implementation</li> <li>➤ Thinking Maps</li> <li>➤ READ 180</li> <li>➤ Instructional Technology (iPads, Chrome Books, iPods, laptops, Nooks, Mimios)</li> <li>➤ Response to Interventions (RtI) process</li> <li>➤ Computer Lab – Math Teacher Standards Based Classrooms</li> <li>➤ STEM</li> <li>➤ Extended Day</li> <li>➤ Common Planning</li> <li>➤ Georgia Milestones Prep Program</li> <li>➤ Positive Behavior Intervention Supports (PBIS)</li> <li>➤ Formative Instructional Practices (FIP)</li> <li>➤ Study Island</li> <li>➤ ALEKS</li> <li>➤ iREAD</li> <li>➤ Write Score</li> <li>➤ Academic Coach</li> <li>➤ BrainPop &amp; BrainPop Jr.</li> <li>➤ EIP Classrooms</li> <li>➤ Standards Based Classrooms</li> <li>➤ Schoolwide recognitions for student performance</li> <li>➤ STEEP</li> <li>➤ Strategic Teams</li> </ul>

2. (a)	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).
	<p>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 standards are differentiated instruction, STEM, Thinking Maps, Saxon Phonics, ALEKS, Study Island, Read 180, iREAD, System 44, EIP classrooms, RtI process (including interventions and progress monitoring), school wide recognitions for student performance (Cub Run, Caught Being Superb, etc...), instructional technology, flexible grouping and PBIS. Websites and web-based programs such as BrainPop, Write Score and MyOn Reader are also used to motivate and enhance instruction. STEEP will help us screen</p>



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2.	(a)	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).
		students for reading and math fluency and comprehension problems in reading. Georgia Milestones Prep Program and extended day gives us the opportunity to provide streamlined instruction for all students. A part time academic coach works with our teachers to help them plan invigorating and effective lessons. The academic coach also works with students in small groups based on identified weaknesses. Students visit the computer lab one week every month as part of their specials rotations. In the computer lab, our Title I certified teacher delivers math instruction that correlates with math standards students have been working on in their regular classes. Orrs has developed Strategic Teams in which teachers work together to address the needs of all students. In an ongoing effort to maintain standards-based classrooms, teachers meet twice weekly for common planning to ensure that their lessons effectively incorporate common core standards and FIP to best meet the needs of our diverse student population. These programs and strategies are used to provide individualized instruction to meet all students’ needs. Data gathered from these programs assist teachers to make informed decisions about how students learn best.

2.	(b)	Use effective methods and instructional strategies that are based on scientifically based research that: <ul style="list-style-type: none"> <li>• strengthen the core academic program in the school</li> <li>• increase the amount and quality of learning time, such as providing an extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum</li> <li>• include strategies for meeting the educational needs of historically underserved populations</li> </ul>
		The following are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies. <ul style="list-style-type: none"> <li>➤ Academic Coach: <a href="http://ageconsearch.umn.edu/bitstream/61853/2/Academic%20Coaching%204.5.pdf">http://ageconsearch.umn.edu/bitstream/61853/2/Academic%20Coaching%204.5.pdf</a></li> <li>➤ Academic nights to support Reading &amp; Math: <a href="http://uknow.uky.edu/content/college-educations-family-math-night-thrills-local-school">http://uknow.uky.edu/content/college-educations-family-math-night-thrills-local-school</a></li> <li>➤ ALEKS: <i>Transforming Conceptions of Professional Learning</i> by Anne Lieberman and <a href="http://www.aleks.com/about_aleks/research_behind">http://www.aleks.com/about_aleks/research_behind</a></li> <li>➤ BrainPop (<a href="http://www.brainpop.com/educators/community/about/">http://www.brainpop.com/educators/community/about/</a>)</li> <li>➤ Common Core Standard Implementation/Standards Based Classrooms (<a href="http://www.maine.gov/education/lres/commoncore/aboutcommoncore.htm">http://www.maine.gov/education/lres/commoncore/aboutcommoncore.htm</a>)</li> <li>➤ Common Planning: <i>Striving for Success: Teacher perspectives of a Vertical Team</i> by Dr. Bertrand, Dr. Roberts, &amp; Dr. Buchanan</li> <li>➤ Data Analysis: <a href="http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/using_data.pdf">http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/using_data.pdf</a></li> <li>➤ Differentiated instruction/small group: <i>Teaching Tools for the 21<sup>st</sup> Century &amp; Successful Teaching in the Differentiated Classroom</i> by Carolyn Coil and</li> </ul>



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- <http://www.au.af.mil/au/awc/awcgate/sgitc/read6.htm>
- EIP classrooms ([http://www.hawaii.edu/offices/cc/docs/goal\\_a/What Works in Remediation.pdf](http://www.hawaii.edu/offices/cc/docs/goal_a/What Works in Remediation.pdf))
- Exemplars: <http://www.exemplars.com/about/research>
- Extended Learning: [http://www.nea.org/assets/docs/HE/mf\\_PB04\\_ExtendedLearning.pdf](http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf)
- Flexible Grouping:  
[http://www.michigan.gov/documents/mde/TDR\\_Flexible\\_Group\\_0911\\_464080\\_7.pdf](http://www.michigan.gov/documents/mde/TDR_Flexible_Group_0911_464080_7.pdf)
- Formative Assessments: <http://pareonline.net/pdf/v14n7.pdf>
- Formative Instructional Practices: <http://portal.battelleforkids.org/FIPOhio/what-is-fip>
- Guided Reading: <http://teacher.scholastic.com/products/guidedreading/research.htm>
- Instructional Technology:  
[http://edtech2.boisestate.edu/gasellc/metportfolio/assignments/Synthesis%20Paper\\_Gasell.pdf](http://edtech2.boisestate.edu/gasellc/metportfolio/assignments/Synthesis%20Paper_Gasell.pdf)
- Instructional Technology:  
<http://www.ala.org/aasl/aaslpubsandjournals/slmrb/editorschoiceb/infopower/slctbialohtml>
- iRead:  
[http://teacher.scholastic.com/products/iread/pdfs/iRead\\_ResearchFoundation\\_2013.pdf](http://teacher.scholastic.com/products/iread/pdfs/iRead_ResearchFoundation_2013.pdf)
- iReady: <http://www.curriculumassociates.com/shop/search.aspx>
- Literacy Design Collaborative (LDC): <http://www ldc.org/results/research>
- MyOn Reader: [http://www.capstonepub.com/content/DIGITAL\\_MYON](http://www.capstonepub.com/content/DIGITAL_MYON)
- Positive Behavior Intervention Supports (PBIS): <http://www.pbis.org/research/default.aspx>
- Professional learning (workshops, online studies, peer observations):  
[http://www.nea.org/assets/docs/HE/mf\\_pdreport.pdf](http://www.nea.org/assets/docs/HE/mf_pdreport.pdf)
- READ 180: <http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=571>
- RtI: *A Principal's Guide to Intervention* by Susan Hall
- RtI: *Response to Intervention: A Practical Guide for Every Teacher* by William N. Bendan and Cara Shores
- Saxon Phonics:  
<http://iweb.tntech.edu/jcbaker/Sample%20Paper%204%20INSL%206900.pdf>
- Schoolwide recognitions for student performance  
([www.michigan.gov/documents/mde/SchoolwidePBS\\_264634\\_7.pdf](http://www.michigan.gov/documents/mde/SchoolwidePBS_264634_7.pdf))
- Standards-Based Classrooms: *Briefs for Families on Evidence-Based Practices* by Center for Effective Collaboration and Practice
- STAR: <http://doc.renlearn.com/KMNet/R003364007GD8BC1.pdf>
- Statewide Longitudinal Data Systems (SLDS): [http://www.gadoe.org/Technology-Services/SLDS/Documents/Best%20Practices%20for%20SLDS\\_DistrictDataStaff.pdf](http://www.gadoe.org/Technology-Services/SLDS/Documents/Best%20Practices%20for%20SLDS_DistrictDataStaff.pdf)
- STEEP: [http://istEEP.com/research\\_page.html](http://istEEP.com/research_page.html)
- STEM: <http://www.rondout.k12.ny.us/common/pages/DisplayFile.aspx?itemId=16466975>
- Strategic Teams: <file:///C:/Users/katie.cobb/Downloads/0deec5297b1a8daf7e000000.pdf>
- Study Island: <http://www.studyisland.com/web/results/research/>
- System 44: <http://system44.scholastic.com/>
- Thinking Maps: *Thinking Maps: A Language for Learning* by David Hyerle & Chris Yeager and <http://www.thinkingfoundation.org/resources/presentations/pdf-presentations/tf-broadcast.pdf>





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	<ul style="list-style-type: none"> <li>➤ Thinking Maps Writing: <a href="http://thinkingmaps.com/pdfdocs/WFTBTheoreticalandResearchBase.pdf">http://thinkingmaps.com/pdfdocs/WFTBTheoreticalandResearchBase.pdf</a></li> <li>➤ Write Score: <a href="http://www.writescore.com/">http://www.writescore.com/</a></li> <li>➤ Writing: <i>6+1 Writing Traits</i>: <a href="http://educationnorthwest.org/traits/research">http://educationnorthwest.org/traits/research</a></li> </ul> <p>The schoolwide reform strategies will strengthen the core academic program in the school by... increasing instructional time, exposing kids to real world experiences, identifying weaknesses early in the elementary school years and motivating students to learn through the implementation of PBIS lessons.</p> <p>We will increase the amount and quality of learning time by having additional math instruction supported by the extra 20 minutes in the school day. We also have the Georgia Milestones Prep Class that is offered to all 3rd-5th grade students. Teachers attend Saturday sessions to better implement technology into their instruction so that our students can compete in the world beyond the classroom. Teachers make at least three positive phone calls each week to better partner with parents and plan twice weekly with other teachers on grade level for collaboration. All tier 2 and 3 students receive small group or individual interventions daily in each classroom. Teachers provide more hands-on learning and self-discovery in the area of science and integrate the teaching of reading into other subject areas. Students also receive extra math instruction when attending Specials in the computer lab. Ninety minute reading and math blocks are a standard practice school wide. Additionally, best practices and standards based instruction are implemented by all teachers.</p> <p>The strategies for meeting the educational needs of historically underserved populations include...data driven lessons, rigorous curriculum, Performance Matters, IEPs, SMART Goals and RTI.</p>
<p>2. (c)</p>	<p>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:</p> <ul style="list-style-type: none"> <li>• counseling, pupil services, and mentoring services;</li> <li>• 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</li> <li>• the integration of vocational and technical education programs.</li> </ul>
	<p>Students are provided support through the comprehensive counseling program that provides classroom guidance, individual student planning, responsive services and system support. Identified low achieving students also receive individual help from our counselor. She offers sessions on self-esteem where she teaches the children how to believe in themselves and their academic abilities. She also offers sessions to teach children test taking strategies.</p>



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2. (c)	<p>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:</p> <ul style="list-style-type: none"> <li>• counseling, pupil services, and mentoring services;</li> <li>• 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</li> <li>• the integration of vocational and technical education programs.</li> </ul>
	<p>Students have the following supports in terms of counseling and college and career awareness:</p> <ul style="list-style-type: none"> <li>• Students in grades 1-5 use GAcollge411 as the primary tool for education and career planning.</li> <li>• Students will be provided counseling, advisement, career awareness, career interest inventories and information to assist them in evaluating their academic skills and career interests under the Bridge Bill. Before the end of the second semester of the fifth grade, students shall develop an individual career portfolio in consultation with their parents, guardians, or individuals appointed by the parents or guardians to serve as their designee.</li> <li>• Students are also provided support through the comprehensive counseling program that provides classroom guidance, individual student planning, responsive services and system support.</li> <li>• Career Clusters are taught by the counselor to students in grades one through five.</li> </ul>

2. (d)	<p>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.</p>
	<p>To determine if the needs of our student population have been met, we will continue to disaggregate and analyze data. Data from Performance Matters, SLDS, Study Island, STEEP, iRead, Read 180 and CCRPI will be evaluated on a regular basis through data, PBIS, RTI and IEP meetings. Teachers use tools, strategies and resources to determine what students know, identify possible gaps in understanding, modify instructions, and actively engage students in active ownership of their learning.</p>

*3.	<p>Instruction by highly qualified professional staff.</p>
	<p>Orrs Elementary is staffed with 100% highly qualified teachers and paraprofessionals providing instruction that meets and/or exceeds the standards established by the state of Georgia.</p>

*4.	<p>In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.</p>
A.	<p>We have included teachers, principals, and 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, professional development is determined based on weaknesses identified through our data, teacher surveys of identified needs, and strategic teams. Parents</p>



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*4.	In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state’s student academic achievement standards.
	help identify needs through surveys that are administered in the fall and spring each year. When there are identifiable needs for individual staff members, members of our central office staff are at times called upon to assist the administrators in planning and providing additional professional growth opportunities. The identified root causes are relationships with students and parents, need for rigor, diversity, and organization and conventions in writing.
B.	We have aligned professional development with the State’s academic content and student academic achievement standards. Professional development for all staff members is directly aligned with the CCGPS. It is documented and always directly linked to the instructional needs of the teacher, paraprofessional, or administrator.
C.	We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. For example, each year, professional development funding is designated to address the school improvement initiatives. Professional learning monies are used to cover cost of travel and registration for conferences or visits that are related to academic needs. Stipends will be provided for teachers for professional learning on instructional strategies, math, ELA, science, social studies, writing, reading, and data analysis for academically at-risk students. Stephen Peters’ book, “Do You Know Enough about Me to Teach Me?” is used as a book study to help staff members build relationships with students. Edviation will be used for staff members in grade level planning to help them improve their practice and, in turn, raise student achievement scores. The academic coach will focus on the teaching of writing and math. She will model referring to text in writing lessons, as well as, 3 Act Math Lessons.
D.	<p>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:</p> <ul style="list-style-type: none"> <li>➤ Teachers have received training on Formative Instructional Practices: Reaching Students with Disabilities, Formative Instructional Practices: Reaching Gifted Students, and Formative Instructional Practices: Reaching English Language Learners</li> <li>➤ Teachers have received training on development of 9+1 Assessments and using data to analyze needs of students.</li> <li>➤ Teachers and administrators have data meetings to analyze the data and determine the appropriate course of action needed.</li> <li>➤ Teachers meet a minimum of two times each week to plan together to effectively meet the needs of the students on their grade level.</li> <li>➤ Teachers are offered opportunities during the summer and on professional learning days to help create and or modify system wide common assessments and benchmarks.</li> </ul>



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*5	Strategies to attract high-quality highly qualified teachers to high-need schools.
	<p>We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. The system offers opportunities for teachers to add endorsements to their certificates through various classes offered both physically and online. At this time, all of our teachers are highly qualified, but they are always looking for and taking advantage of new learning opportunities to make them the best educators possible.</p> <p>We also use the following strategies to attract teachers:</p> <ul style="list-style-type: none"> <li>➤ System-Mentoring Program: Trained mentor teachers are assigned to assist beginning teachers (1<sup>st</sup> through 3<sup>rd</sup> year of teaching)</li> <li>➤ School Mentoring Monthly Meetings: Strategic planning meetings are conducted with all trained mentors and their teachers. Agendas include preparing report cards, parent/teacher conferences, concerns, and ideas for future planning.</li> <li>➤ Academic Coach will provide support to all teachers</li> <li>➤ Professional learning opportunities to facilitate growth</li> <li>➤ Grade level teachers have common planning times</li> <li>➤ Employee of the month recognition of GSCS Communicator and faculty meetings</li> <li>➤ Vertical planning is conducted to collaborate learning</li> <li>➤ “Martin Dollars” are presented to staff members for hard work and exemplary performance.</li> <li>➤ Attend Recruiting Fairs to find individuals who are ready to support the vision and goals of Orrs Elementary</li> <li>➤ Staff Moral Builders for all Staff Members: “Apples on the 7<sup>th</sup>” and “Chocolate Just for You”.</li> </ul>
*6.	Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.
A.	<p>We have involved parents in the planning, review, and improvement of the comprehensive schoolwide program plan by offering stakeholder meetings where parents can share their input on school policies. At this meeting, parents are invited to look over and discuss any concerns or issues with our budget, needs assessment, school improvement plan and the family school compact. Parents also serve on the school council. Each month a workshop is offered for parents to attend at which they have the opportunity to ask questions or review any documents requested. We also issue a survey every fall and spring in which the parents can anonymously share their thoughts and ideas on all of the above mentioned aspects of our school.</p>
B.	<p>We have developed a parent involvement policy included in our appendices that</p> <ul style="list-style-type: none"> <li>➤ includes strategies to increase parental involvement (such as family literacy services)</li> <li>➤ describes how the school will provide individual student academic assessment results, including a interpretation of those results</li> <li>➤ makes the comprehensive schoolwide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)</li> </ul> <p>We have also attached the</p> <ul style="list-style-type: none"> <li>➤ Compact between the student, parents and school staff</li> </ul>



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	➤ Parent Involvement Checklist
C.	<p>We will update the school parental involvement policy periodically to meet the changing needs of parents and the school and distribute it to the parents of participating children and make the parental involvement policy available in the local community by distributing the parental involvement policy to parents at Open House, Curriculum Night, parent workshops throughout the year, through the New Student Orientation Packet and by sending a copy out to every student in the school. Our school ensured that every parent received a copy of the parental involvement policy by distributing them at open house, keeping copies in the office available at any time, placing documents on line for easy access, and including them in the student agenda. The parental involvement policy is available to community members via our website or a copy can be requested from the school office. Additionally, twice during the school year events are held with community businesses/organizations. Copies of the parental involvement policy are made available to community businesses/organizations at this time.</p> <p>Every spring, the school holds a stakeholder meeting to review the parental involvement policy. This meeting was held on March 5<sup>th</sup>, 2015. The policy is discussed in detail with stakeholders to ensure that they understand both the importance of the document and to provide feedback. A specific feedback form is used for getting stakeholder input. Input from these meetings is used in the design and development of our parental involvement policy.</p>
D.	<p>We will conduct an annual Title I meeting at a convenient time to inform parents about the school's Title I program, the nature of the Title I program, the school's parental involvement policy, the school wide plan and the school-parent compact. We will encourage and invite all parents of participating children to attend by advertising for the meeting in at least three ways. Our school invited all parents to attend by advertising in the following ways: School website, school Facebook page, and flyers sent home with students. The annual Title I meeting is held in August to discuss the following topics: Title I, Title I schools, school wide schools, ESEA Flexibility Waiver, CCRPI and school results, and School Designation status. Title I programs available, parent involvement, opportunities for parent involvement, parent involvement coordinators, school parental involvement policy, school-parent compact, school wide/school improvement plan, parent questionnaires, results of the 2014-2015 spring parent questionnaire, school and district Parent Resource Centers, National Education Goals, Georgia Student Assessments, Georgia Performance Standards, Curriculum, Highly Qualified Teachers and Parent Right to Know. Parents are able to ask questions that they may have regarding Title I programs at this meeting. As this is a strictly informational meeting, no feedback is collected from parents.</p> <p>Additionally, a Title I Information Sheet is shared with the student agenda, Curriculum Night, Title I Annual Meeting, enhancing parent involvement workshop, new student orientation packet and on the district website.</p>
E.	<p>We will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, transportation, child care or home visits, as such services relate to parental involvement by reviewing the results of the fall parent questionnaire to determine the best day, time and location for parents to attend a Title I school function. Parent</p>



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	<p>workshops/meetings are held at times requested by parents on the fall parent questionnaire. However, workshops are held at different times of the day and different days to accommodate all parents.</p> <p>The questionnaire also indicates the percentile of parents requesting services such as child care, transportation or a translator. All of these services are available to parents upon request. Parents are notified of these services for an upcoming parent event via flyer and/or newsletter.</p>
F.	<p>We will provide parents of participating children with timely information about the Title I program, a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet, and provide opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child, and respond to any such suggestions as soon as practicably possible, by holding the Annual Title I meeting in August where topics such as the Title I program, National Education Goals, Georgia Student Assessments, Georgia Performance Standards and Curriculum are discussed. Additionally, a Curriculum Night is held at the beginning of the school year where parents can meet with student's teachers to discuss CCRPI, School Designation Status, school improvement, assessments to measure student progress, explanation of standards based report cards, and proficiency levels students are expected to meet. Throughout the year parent workshops are held on topics such as understanding the state and local assessments and the proficiency level students are expected to meet, content/performance standards and how the curriculum supports these standards, preparing for standardized tests and interpreting assessment results. Feedback forms are provided at each of these meetings for attendees to note the effectiveness of each Title I function. These feedback forms are used to make parent workshops more valuable for parents in aiding their students at home.</p> <p>Parent teacher conferences are offered during the year to give parents an opportunity to provide feedback on decisions related to the education of their child. Stakeholder meetings are also held where parents and community members provide input on the school parent involvement policy, school-parent compact, annual review, needs assessment, School wide/School Improvement Plan, budget and staff training.</p>
G.	<p>We will jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards by holding a stakeholder meeting to review the school-parent compact on March 5<sup>th</sup>, 2015. The compact is discussed in detail with stakeholders to ensure that they understand both the importance of the document and to provide feedback. The compact is created using the Schoolwide/School Improvement Plan goals to ensure that all stakeholders are working together to meet school student academic achievement goals. Parents are asked to write down on a specific feedback form how they plan on supporting their student at home to meet school goals. Input from these meetings is used in the design and development of our school-parent compact.</p>



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	<p>Staff input for compacts is collected at the fourth staff training of the year. Using the Schoolwide/School Improvement Plan goals, staff members discuss ways they can support parents and students in meeting student achievement goals. Input from this meeting is used in the design and development of our school-parent compact.</p>
H.	<p>We will provide assistance to parents of participating children, as appropriate, in understanding the state’s academic content standards, the state’s student academic achievement standards, the state and local academic assessments including alternate assessments, the requirements of Title I, Part A, how to monitor their child’s progress and how to work with educators, by holding the Annual Title I meeting in August where topics such as the Title I program, National Education Goals, Georgia Student Assessments, Georgia Performance Standards and Curriculum are discussed. Additionally, a Curriculum Night is held at the beginning of the school year where parents can meet with student’s teachers to discuss CCRPI, School Designation Status, school improvement, assessments to measure student progress, explanation of standards based report cards and proficiency levels students are expected to meet. Throughout the year, parent workshops are held on topics such as understanding the state and local assessments and the proficiency level students are expected to meet, content/performance standards and how the curriculum supports these standards, preparing for standardized tests and interpreting assessment results.</p>
I.	<p>We will provide materials and training to help parents to work with their child to improve their child’s achievement, such as literacy training and using technology, as appropriate, to foster parental involvement by holding parent workshops throughout the year on topics such as enhancing parent involvement, literacy strategies for parents to use at home with their student and using technology to help parents work with their children to improve their children’s achievement.</p>
J.	<p>We will provide staff training to educate the teachers, pupil services personnel, principal and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and the school, by holding staff trainings throughout the year on topics such as benefits of parent involvement and its impact on student achievement, ways to reach out and effectively communicate with parents, how to get parents involved in homework and an open topic to be based on parent input from feedback forms and the fall parent questionnaire. These staff trainings are done in September, November, January, and March to ensure that staff is continually working towards implementing effective strategies to involve parents in the school and their student’s education. Additionally, a parent co-presenter helps facilitate discussions with staff on how to better work with parents and provide a parent’s perspective on how to reach out to, communicate with and work with parents as equal partners.</p>
K.	<p>We will coordinate and integrate parental involvement programs and activities with Head Start, Even Start, and Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs. Furthermore, we will conduct other</p>



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	<p>activities, such as parent resource centers, that encourage and support parents in a language that they can understand, by holding an event with another program twice during the year. Parent involvement coordinators work with these programs to coordinate an event specific to the needs of parents with students in school programs such as IDEA or ESOL.</p> <p>Our school has a parent resource center that houses materials for make and take activities , a computer, and research materials (which include , but are not limited to brochures, pamphlets, and booklets) to aid parents in helping their students at home and encourage parents to fully participate in the education of their children.</p>
L.	<p>We will take the following actions to ensure that information related to the school and parent programs, meetings and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language the parents can understand, by using the feedback from the fall parent questionnaire to determine effective communication channels to notify parents of events. Parents are notified of Title I workshops/events through at least three different forms of advertisements. In order to ensure parents can understand the document, parent involvement coordinators will add an ESOL statement indicating to Spanish speaking families that it is an important document and can be translated upon request or have the entire document translated. Additionally, translators are used at parent workshops upon request.</p>
M.	<p>We will provide full opportunities to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand. Our school ensures that parents with disabilities or who are unable to come to the school are provided ample opportunities to participate in parent involvement activities and be involved in decisions regarding their child's education by offering alternative ways for parents to receive information. Any materials and information from parent workshops/events may be requested if the parent is unable to attend the event. Childcare and transportation are available upon request for parents to ensure participation in Title I meetings/workshops. Additionally, there is also a translator/interpreter available for parents at workshops/events upon request and documents can be translated into the home language if needed or upon request.</p>
*7.	<p>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.</p>
	<p>The following are our plans for assisting preschool children in the transition from early childhood programs:</p> <p>Local day care centers bring their upcoming kindergarten students to our school to tour our facilities so that students get a feel for what kindergarten will be like.</p> <p>Kindergarten students are prescreened before class placement.</p> <p>Kindergarten teachers distribute a survey at the beginning of the year to determine prior school experience and include the data in GKids.</p> <p>We offer 2 PK classes, resulting in 44 students who are exposed to the curriculum and</p>





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	expectations beforehand. This exposure provides a smooth transition into Kindergarten.
	The following are our plans for assisting student transition into middle school: 5 <sup>th</sup> grade students visit Carver Road Middle School. Principals from all four middle schools visit our 5 <sup>th</sup> grade students to discuss expectations and curriculum at the middle school level as part of our annual Step Up Day. In addition, the special education lead teacher from a middle school meets with parents of our special education students to discuss expectations at the middle school level.
	The following are our plans for assisting student transition into high school: N/A
	The following are our plans for assisting student transition to post-secondary: N/A
	The following are our plans for assisting students entering from private schools and students entering our school throughout the year: Curriculum Nights are offered to help parents understand the standards that their children will be expected to master. Students receive packets of information about the school. The counselor utilizes the Newcomers Group comprised of students in each grade level who help familiarize new students with the expectations at Orrs. The principal and counselor meet with new students and their parents. We look at SLDS data to determine the needs of the students and use that data to appropriately place them in specific classes and programs. All grades do Step-Up Day. (Next grade level).
*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.
	The ways that we include teachers in decisions regarding use of academic assessment are . . . <ul style="list-style-type: none"> <li>➤ We look at the data from 9+1 tests and common assessments in Performance Matters to help guide our lesson planning and create flexible groups based on standards mastered.</li> <li>➤ Teachers also use formative assessments such as informal ongoing quick checks, exit tickets, etc. in addition to STEEP, SRI, and SLDS data.</li> <li>➤ We have data team meetings to discuss and analyze our strengths and weaknesses as well as plan for strategies to be used with flexible groups.</li> <li>➤ Teachers are represented on the Leadership Team that help make decisions guiding our use of academic assessments.</li> </ul>
*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.
	We ensure that students who experience difficulty mastering academic standards are provided



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	<p>with effective, timely additional assistance. Teachers analyze data from ongoing assessments to determine the levels of success. Tiered lessons, activities, and assessments are used to meet each student’s educational needs. Extra practice time with academics is given during specials in the computer lab. Activities include, but are not limited to: extra twenty minutes of math instruction each day, differentiated instruction, flexible grouping, and extended day classes. Struggling students are also identified and served through READ 180 and System 44. Our faculty seeks volunteers from the community to work with individual students and/or small groups who need additional one-on-one instruction. Our academic coach provides further assistance during morning tutorial sessions. 504 students have accommodations that help support them in their areas of concern or weakness. Students who are not meeting mastery of standards and are not showing progress through Response to Intervention (RtI) may require further testing to identify learning disabilities and may require an individualized educational plan (IEP) that will provide added support based on their needs.</p>
<p>9. (a)</p>	<p>Measures to ensure that student weaknesses are identified on a timely basis.</p> <p>RtI helps to identify accommodations for struggling students that are implemented in the classroom on a daily basis. Progress monitoring ensures that students are receiving the help and support they need and that they are successful. In addition:</p> <ul style="list-style-type: none"> <li>➤ Teachers administer pretests, common assessments, and posttests to identify students who are not mastering standards and those ready for acceleration.</li> <li>➤ STEEP is administered 3 times a year to identify students who are not mastering standards and those who have skill deficits.</li> <li>➤ Scholastic reading inventory (SRI) is administered three times a year to identify Lexile levels and amount of growth each child makes.</li> <li>➤ STAR Reading Tests can be given up to 5 times yearly to determine Lexiles, book level zones, and growth shown.</li> <li>➤ 9+1 assessments are given every two weeks in reading and math to determine flexible groups based on standards met, not met, or exceeded.</li> <li>➤ FIP informal assessments such as quick checks and exit tickets help teachers quickly identify students’ level of competency.</li> <li>➤ RtI Teams meet weekly to provide interventions and monitor student progress.</li> <li>➤ During monthly meetings, teachers discuss their student data to identify individual students’ level of mastery.</li> </ul>
<p>9. (b)</p>	<p>Periodic training for teachers in the identification of weaknesses and appropriate assistance for identified weaknesses.</p> <p>Training is provided for teachers on the identification of weaknesses in the following ways:</p> <ul style="list-style-type: none"> <li>➤ The system offers various professional learning opportunities for all staff in the areas of identified needs that will help to improve the areas of weaknesses.</li> <li>➤ Orrs teachers also attend Saturday sessions and after-school sessions to learn additional strategies to use to reach struggling students.</li> <li>➤ Viewing, discussing, and practicing strategies in the FIP modules help teachers learn methods of giving timely and constructive feedback to students about their performance.</li> <li>➤ Teachers are trained on how to utilize components of Performance Matters, such as</li> </ul>



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	<p>Baseball Cards and Item Analysis. They analyze and disaggregate the data to determine weak areas.</p> <ul style="list-style-type: none"> <li>➤ Differentiation strategies are discussed and shared among teachers.</li> <li>➤ Teachers are also trained to use SLDS for data analysis and for locating resources to look for other techniques and activities to address deficit areas.</li> </ul>
<p>9. (c)</p>	<p>Teacher-parent conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to the student at the school or in the community.</p>
	<p>Orrs has an open door policy. Parents are welcome to set up a conference time with their child's teacher at any time. We also offer two days that are set aside specifically for teacher-parent conferences. Teacher parent conferences are offered to all parents. Reminders are sent via flyers, notes, social media, and phone calls. Students of parents in attendance are also offered incentives and/or rewards. At the conferences, teachers share the child's strengths and weaknesses with the parents. Teachers also suggest techniques and strategies that parents can use at home to help their child succeed. Parents are also made aware of various programs in the community that are available to assist students. In addition to conferences, the following keep parents abreast of school happenings.</p> <ul style="list-style-type: none"> <li>➤ Open-House</li> <li>➤ Curriculum Night</li> <li>➤ Georgia Milestones Night</li> <li>➤ RtI meetings to give updates about their child's progress and to share interventions being used daily</li> <li>➤ Workshops coordinated by Parent Liaisons</li> <li>➤ Useful links to online resources listed on School Webpages</li> </ul>
<p>*10.</p>	<p>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.</p>
	<p>Each year, the Superintendent, the Deputy Superintendent for Curriculum and Instruction, the Assistant Superintendent for Administrative Services &amp; CFO, the Director of Human Resources and the program directors work with each school principal and their team to plan the coordination of services, programs, and funds. Funding sources are identified, and decisions are made based on local, state, and federal guidelines. Title I resources are coordinated with all sources of funding to ensure that the money is utilized to provide the best instructional resources for students. The school makes funding decisions for resources and personnel based on data and goals to increase student achievement.</p>
<p>10. (a)</p>	<p>List of State and local educational agency programs and other federal programs that will be included.</p>
	<p>The school consolidates the following in the Schoolwide Program Consolidation of Funds:</p> <ul style="list-style-type: none"> <li>➤ Title I</li> <li>➤ Title II</li> </ul>



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	<p>The school also plans with all resources collaboratively to ensure that all federal, state and local requirements are met. These resources include:</p> <ul style="list-style-type: none"> <li>➤ Local funding</li> <li>➤ School Improvement</li> <li>➤ Bright from the Start</li> <li>➤ IDEA</li> <li>➤ Partners in Education</li> </ul>
<p>10. (b)</p>	<p>Description of how resources from Title I and other sources will be used.</p> <p><u>Title I:</u></p> <ul style="list-style-type: none"> <li>➤ Computer lab teacher - provides extra support in math, science, and reading during Specials rotations</li> <li>➤ MyOn Reader and READ 180 enhance reading instruction to increase reading comprehension and vocabulary skills.</li> <li>➤ Study Island, an online test prep program, is used to practice standards in all subject areas.</li> <li>➤ Extended Day – students in grades 3-5 are given the opportunity to stay after school and receive additional instruction in core content areas.</li> <li>➤ Supplemental technology (iPads, computers, Chromebooks)</li> <li>➤ Expenses for professional learning courses (registration, substitutes, materials, presenters)</li> <li>➤ Academic Coach – provides support for teachers and struggling students</li> <li>➤ Parent Liaisons – improve communication between school and home and provide parents with helpful resources to use with their children</li> <li>➤ National Title I Conference</li> <li>➤ Supplemental literature (rBooks)</li> </ul> <p><u>Title II:</u></p> <ul style="list-style-type: none"> <li>➤ Stipends for professional learning courses</li> </ul> <p>Title I and Title II will be used collaboratively for</p> <ul style="list-style-type: none"> <li>➤ Professional learning to train teachers about current educational strategies and best practices</li> <li>➤ Staff development about how to most effectively implement CCGPS</li> <li>➤ Courses about effective and creative ways to use technology in the classroom</li> </ul> <p>Professional learning about effective methods utilized in differentiated instruction</p>
<p>10. (c)</p>	<p>Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.</p>
	<p>All programs are planned collaboratively.</p> <ul style="list-style-type: none"> <li>➤ Bright from the Start manages and guides our PK classes. Our PK teachers and paraprofessionals work closely with the staff from Bright from the Start to ensure all guidelines are being followed and that all students are successful.</li> <li>➤ Orrs faculty works closely with our system ELL coordinators to make sure that our students with limited English proficiency are served effectively.</li> <li>➤ Our school works with the Program Challenge center to ensure that our gifted students</li> </ul>



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	<p>receive the services needed to challenge them and to help them reach their maximum potential.</p>
11.	<p>Description of how individual student assessment results and interpretation will be provided to parents.</p>
	<p>Parents receive regular reports through progress reports and report cards. Parents are able to access the Infinite Campus Parent Portal to view student progress. Additionally, teachers are in regular contact with parents through agendas, signed papers, phone calls, e-mails and parent-teacher conferences. Teachers make at least 3 phone calls each week. The Parent Liaison also provides a parent training on interpreting assessment results. Information about assessments is also shared with parents at Open House, Curriculum Night, Georgia Milestones Assessment Night, and parent workshops.</p> <p>Parents also receive the Individual Student Report from the state assessments.</p> <p>Parents are encouraged to contact the school if they have any questions.</p>
12.	<p>Provisions for the collection and disaggregation of data on the achievement and assessment results of students.</p>
	<p>Data is analyzed as soon as results are available (diagnostic, norm-referenced, and criterion-referenced). Scores for student subgroups are examined during faculty meetings, grade level meetings, professional learning opportunities, cross-curricular grade level planning and in leadership team meetings. Teachers analyze individual results to determine strengths and weaknesses. Schoolwide trends are shared with staff. The results from the data analysis are used to formulate class and school goals with measurable objectives.</p> <p>Reflection and revision follows assessments to meet the needs of the student. Weekly and/or monthly progress monitoring on the universal screener and/or benchmark assessments allows for constant monitoring of intervention success with students. Data reviews are held to make certain that proper interventions are being implemented to ensure maximum student success. Benchmark tests are utilized as formative assessments. Teachers use this data to form flexible groups for remediation and enrichment.</p>
13.	<p>Provisions to ensure that disaggregated assessment results for each category are valid and reliable.</p>
	<p>Performance Matters, a data warehouse system, provides valid and reliable data that can be used to identify strengths and weaknesses, as well as school and system trends. Data can be disaggregated by grade, teacher, and subgroup. Grade levels/content teams and school administrators meet to analyze and utilize the data to make instructional changes. There are data team meetings after each benchmark that the school leads. Data review is an integral part of grade level meetings, leadership team meetings, and faculty meetings. Ongoing data analysis provides current data from Benchmark assessments so that instructional changes can be made as needed. Studying achievement data for all subgroups leads to the research and implementation</p>



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	<p>of instructional strategies targeted for diverse learners. At each grade level, data for all subgroups is analyzed, including groups identified for specific interventions.</p> <p>Additionally, the school reviews disaggregated data in the GaDOE SLDS. Data is disaggregated by year, grade and subject. Data is not reported out for subgroups under 30 and are not considered representative of the population.</p>
14.	Provisions for public reporting of disaggregated data.
	<p>Disaggregated data is reported through a variety of channels. These include:</p> <ul style="list-style-type: none"> <li>- School Newsletter</li> <li>- Parent Workshops</li> <li>- Curriculum Night</li> <li>- School Website</li> <li>- System Website</li> <li>- GaDOE Website</li> <li>- State and local news media</li> <li>- System Strategic Plan (eBoard)</li> <li>- Hard copies are available to parents upon request.</li> </ul>
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.
	<p>The development of the Title I schoolwide/school improvement plan was a year long process that began in July 2014. This process included data reviews through leadership team meetings, faculty meetings, vertical team meetings, and grade level meetings. The process also included an annual review and needs assessment in January 2015. The plan will be revised as needed throughout the school year to reflect changes and address needs as well as to incorporate additional feedback from stakeholders.</p>
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).
	<p>The Title I schoolwide/school improvement plan was developed by a planning team with input from stakeholders. The stakeholders included (1) district administrators, (2) school administrators, (3) teachers representing different grades and content areas, (4) other professional staff (guidance counselors and curriculum specialists), (5) parents, and (6) other community members. All internal and external stakeholders are also invited to provide feedback on the plan. The plan is also reviewed and revised with input from PTO and the School Council.</p>
17.	Plan available to the LEA, parents, and the public.
	<p>The Title I schoolwide/school improvement plan is available on the system website. It is made available at School Council, PTO, parent workshops and other school meetings. Hard copies are always available in the main office and upon request from administrators and/or the Parent</p>



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	Liaison.
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.
	The Title I schoolwide/school improvement plan can be translated to the extent feasible and necessary into other languages. A very minor percentage of our parents speak a foreign language. We make this option available through the assistance of the school Title I Parent Liaison. The plan will be translated (if requested) in cooperation with the Griffin-Spalding County School System ELL coordinator. A system interpreter/translator is also available upon request.
19.	Plan is subject to the school improvement provisions of Section 1116.
	The Title I schoolwide/school improvement plan has been developed to follow all federal, state and local guidelines. The plan is subject to the school improvement provisions of Section 1116.