



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

**Georgia Department of Education
 Title I
 Schoolwide/School Improvement Plan**

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE					
School Name: Atha Road Elementary School			District Name: Walton		
Principal Name: Madenna Landers			School Year: 2013-2014		
School Mailing Address: 821 HD Atha Road Monroe, GA 30655					
Telephone: 770-266-5995					
District Title One Director/Coordinator Name: Eleanor Scott					
District Title One Director/Coordinator Mailing Address: 2000 Double Springs Church Road Monroe, GA					
Email Address: escott@walton.k12.ga.us					
Telephone: 770-266-4500					
ESEA WAIVER ACCOUNTABILITY STATUS					
(Check all boxes that apply and provide additional information if requested.)					
Priority School <input type="checkbox"/>			Focus School <input type="checkbox"/>		
Title I Alert School <input type="checkbox"/> .					
Subject Alert	<input type="checkbox"/>	List Subject(s)	Sub-Group Alert	<input type="checkbox"/>	List Subgroup(s)
Graduation Alert	<input type="checkbox"/>	List Subgroup(s)			
Principal's Signature:				Date:	
Title I Director's Signature:				Date:	
Superintendent's Signature:				Date:	
Revision Date: September 5, 2013		Revision Date:		Revision Date:	



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Schoolwide/School Improvement Plan (SWP/SIP) Template Instructions

Notes:

- Elementary and Secondary Education Act of 1965 (ESEA) Section 1114 (b) (1) requires a Title I schoolwide program plan to contain the ten components listed on this template as well as related measurable goals and strategies for implementation. The asterisk (*) denotes required components as set forth in section 1114 of ESEA.
- While there are eighteen components, all ten required components of a Title I Schoolwide Program Plan (marked in this template with an asterisk) **must** be addressed. Response starters are provided in this template to guide the planning team/committee in the process of completing the schoolwide section of the plan.
- Complete the schoolwide plan (SWP) and school improvement plan (SIP) checklists. All components/elements marked as not met need additional development.
- Please list your planning committee members on the next page along with signatures of participating team members. This team must include stakeholder involvement (parents of Title I students, community representatives, teachers, administrators, etc.).
Note: The planning team must involve parents in the planning process. See section 1114 (b)(2)(B)(ii) Plan Development which states: The comprehensive plan shall be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school.
- Attach the SIP as an addendum to the template. See the Georgia Department of Education [School Improvement Fieldbook](http://www.doe.k12.ga.us/School-Improvement/School-Improvement-Services/Documents/School%20Improvement%20Fieldbook%202012-2013.pdf) for guidance and instructions on completing a school improvement plan <http://www.doe.k12.ga.us/School-Improvement/School-Improvement-Services/Documents/School%20Improvement%20Fieldbook%202012-2013.pdf>.



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Planning Committee Members:

NAME	Member's Signature	POSITION/ROLE
Madenna Landers		Principal
Eileen Sasso		Assistant Principal
Dr. William Theuri		School Counselor
Laurie Hamby		Kindergarten Teacher
Lesa Dowdy		Kindergarten Teacher
Lauren Jackson		1st Grade Teacher
Jeanette Casey		4th Grade Teacher
Buffie Heard		5th Grade Teacher
Ellen Chandler		Paraprofessional
Emily Winnicki		Special Education Coordinator
Paulette Moon		Media Specialist
Temple Castellow		Parent, PTO President
Sheri Hawes		Parent
Tonya Calhoun		Parent
Chasity Stewart		Parent, School Council



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SIP Components

- *1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.



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- *1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

Response:

A. We have developed our school wide plan with the participation of individuals who will carry out the comprehensive school wide/school improvement program plan. Those persons involved were the school leadership team, school council members and parent involvement committee members. All stakeholders were given the opportunity to review the plan and offer input and feedback in development of the school wide plan/school improvement program plan. The ways they were involved included receiving input during grade level meetings, leadership team meetings, school council meeting, Title I meeting, Annual Meeting, Curriculum Night, and Title I Parent Orientation. Discussions of current level of performance and school objectives for 2013-2014 have taken place at each of the above meetings. Copies of our SW/SIP are available in our front office for continuous input.

B. We have used the following instruments, procedures, or processes to obtain this information. ARES grade level teacher teams utilize a variety of data throughout the school year to assess the performance of students and to plan for instruction to address the state academic standards and the identified needs of individual students and groups of students. As data is disaggregated with the grade level teams, targeted students are identified; instructional strategies are reviewed and matched to the students' domain and skill areas. In addition, we have implemented the AIMSWEB assessment and progress monitoring to assist in identifying student strengths, weaknesses as well as effectiveness of interventions.

Data utilized includes information obtained from standardized testing (summative assessment such as the Criterion Reference Test data for each grade level (CRCT), benchmark assessment (formative assessment e.g. AIMS Web Online Assessment System, Academy of Reading and Academy of Math), and classroom assessment (formative assessment). Classroom assessment includes pre-tests and post-tests in the areas of reading and math. Classroom assessment also includes individual needs assessments, and AIMS web assessment for progress monitoring in Response to Intervention (RTI)/Pyramid of Intervention (POI) purposes.

Benchmark assessment and classroom assessment is utilized on an on-going basis to assess individual and group progress toward these goals. These assessments include GKIDS, AIMS Web, STAR, Kindergarten screening, and anecdotal portfolio information.



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- *1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

The effectiveness of the daily instruction schedule for each grade-level in meeting the instructional needs of the students is assessed and modified when needed throughout the school year.

Teachers' resource needs for instructional purpose are assessed at the end of each school year and throughout the school year. This includes resources for the school Media Center as well as for our parent resource center located in the media center.

Attendance data for the 2013-2014 school year indicates a daily percentage rate of 95.76% for all students. Attendance Support Team members meet weekly to address concerns about individual student attendance issues. Parent notification letters are sent home after students have missed 5, 10, and 15 days of school. Teachers also phone home day 3 of classroom absence and note reason on Communication Log. Habitual attendance concerns are reported to the Walton County Public Schools Truancy Officer via the Student Services Department.

Quarterly benchmark assessments and AIMS Web progress monitoring are conducted by classroom teachers in grades K – 5 indicating mastery of the grade level standards in reading/language arts and math. Projections for CRCT across grade levels are for improvements in math and reading scores.

- C. Those students identified as ESOL are served at Youth Elementary School.
- D. 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. While we have always exceeded Georgia's Annual Measurable Outcome (AMO) in Reading and Math, we are concerned that there is a gap between the two areas of assessment.
- 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 and the State student academic achievement standard including:
- **Economically disadvantaged students**
 - R-92.7%, M-88.9% Meets/Exceeds
 - **Students from Major racial and ethnic groups**
 - White Students: R-94.6, M-92.6% Meets/Exceeds
 - Black Students: R-95.6%, M-90% Meets/Exceeds
 - Hispanic Students: R-100%,M-100% Meets/Exceeds



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➤ **Students with disabilities**

- R-91.7%, M-78.7% Meets/Exceeds
- This is our greatest area of concern. For the 2013-2014 year, there are 7 SWD students in Math and 3 SWD students in Reading in grades 3-5 that fall into this group who did not meet/exceed.

➤ **Students with limited English proficiency**

- We do not have a subgroup in this area.

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

➤ The major strengths we found in our program:

- R: 3rd-91.8%, 4th-94.5%, 5th-97.4% Meet/Exceed Standards-Exemplary
- Math: 4th-96.2, 5th-97.3% Meet/Exceed Standards-Exemplary
- Attendance rate has improved

➤ The major needs we discovered:

The difference in Math Scores comparing all students to SWD students.

- All students tested (R-95%, M-92%)
- For SWD: R-91.7%, M-78.7% Meets/Exceeds

The difference in Math scores comparing all students in 3-5 grades.

- 3rd M-82.1%, 4th M-96.2, 5th M-97.3

➤ The needs we will address:

- Narrowing the gap between ALL but not limited to the SWD student population progress.
- Increase the percent of students "exceeding" on all tests.
- Currently, we have a reading incentive that works for our students. The Accelerated Reader (AR) currently motivates and encourages students to meet their AR goal in reading fictional and informational texts. We do not have such an incentive in math. Nor do we believe we have the materials we need to teach the Common Core Georgia Performance Standards adequately in the area of math.
- EIP teacher and SWD teacher is facilitating the Read 180 program and using research based interventions
- We are closely monitoring student progress using AIMS Web
- Teachers are looking more in depth at the text complexity (Lexile levels) and addressing all student subgroups needs based upon Common Core Georgia Performance Standards.



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- SWD -we are addressing academic and motivation concerns by students participating in the Read 180 program, AIMS Web progress monitoring at their instructional level, extended learning opportunities through after-school program, mentoring/mentee program as needed.

- The specific academic needs of those students that are to be addressed in the school wide program plan will be Math Instruction.
- The ROOTCAUSE-The students were missing math conceptual knowledge. Teachers participated in math professional development to support the shift in the CCGPS.
- We will serve 94 SWD students for the 2013-2014 school year. This is in comparison to an average of 89 students over the past 5 years.

G. The measurable goals/benchmarks we have established to address the needs:

- Increase the percentage of third grade students performing in the meets or exceeds range in area of Reading on the CRCT from 91.8% to 93.8% and
- Increase the percentage of fourth grade students performing in the meets or exceeds range in area of Reading on the CRCT from 94.5% to 96.5%; and
- Increase the percentage of fifth grade students performing in the meets or exceeds range in all types and all areas of writing as assessed by the Fifth Grade Writing Assessment from 93% to 95%.
- Increase the percentage of SWD performing in the meets or exceeds range in area of Reading on the CRCT from 91.7% to 93.7%; and
- Increase the percentage of third grade students performing in the meets or exceeds range in area of Math on the CRCT from 82.1% to 90.1%



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*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

*2. School wide reform strategies that are scientifically researched based.

Response: **Major Initiatives:**

The major reform strategies implemented at Atha Road Elementary are Learning Focused Schools initiatives which focus on all teachers posting essential questions and word walls, implementing activating strategies, using graphic organizers, using flexible groups or pairs, reviewing with summarizing strategies, and differentiating instruction to meet the needs of all learners.

There has been a focus on student writing in all grade-levels to both improve the students' writing skills and their reading skills. Each grade-level has a specific time during the instructional day in which they are to focus on writing. During this time, language arts skills and spelling skills are addressed. Teachers across all grade levels have participated in writing training this school year. Teachers in grades PreK – 5 will participate in training for the GA Writing Assessment presented by Mrs. Peggy Terrell. Grades Pre K-2 primary focus is phonics and 3-5 is writing. Teachers will also participate in Staff Development- Digging Deeper: Integrating the ELA CCGPS in all subject areas.

<u>School Year</u>	<u>Initiative or Reform Effort</u>
2010-Present	Differentiated grouping across grade level
2010-Present	Best Practices training
2010-Present	Parent Involvement Activities for PreK-5 th grade as a part of the County Wide "Be There" program
2010-Present	Utilizing mini assessments from Common Core Georgia Performance Standards
2010- Present	Math training in <i>Hands-On-Equations</i> , 4 th grade
2012-Present	Book Study-Pathways to Common Core Georgia Performance Standards
2011-Present	Read 180 Program
2012-Present	Science Lab
2012-Present	Sitton Spelling 1 st -5 th grade
2012-Present	Summer School-University Instructors



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*2. School wide reform strategies that are scientifically researched based.

2013-Present Collegial Professional Development-Digging Deeper: Integrating the ELA CCGPS in all subject areas

2(a). School wide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.

Response: The ways in which we will address the needs of all children in the school, particularly the needs of students furthest away from demonstrating proficiency related to the Common Core Georgia Performance Standards academic content and student academic achievement standards, are Learning Focused Schools initiatives which focus on all teachers posting essential questions and word walls, implementing activating strategies, using graphic organizers, using flexible groups or pairs, reviewing with summarizing strategies, and differentiating instruction to meet the needs of all learners. Also, ARES utilizes level reading text through the process of guided reading to address the needs of all students. While implementing the math curriculum the focus is on conceptual teaching with emphasis on students using multiple representations on completing assignments, working together to self-assess their work against the Common Core Georgia Performance Standards, and using skills to express learning conceptually through integration. In order to maximize instruction time and learning opportunities, the teachers on each grade-level have a common 50-minute planning time each day. This common planning time enables teachers to plan collaboratively on a grade-level basis.

2(b). Are based upon effective means of raising student achievement.

Response: Following are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies. Teachers utilize instructional strategies that have been proven to be effective. The basis of the strategies that are utilized are the Learning Focused Schools (LFS) strategies which are research based and proven to be effective for high achievement in schools with high poverty rates. The strategies include Read 180 program, essential questions, activating strategies, use of pairs and small groups, thinking and memory skills, graphic organizers, vocabulary overview and development, and summarizing learning. Teachers have received professional learning on these strategies and continue to receive reinforcement on these strategies during professional learning. All new teachers to the



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school system receive professional learning on these strategies during new teacher orientation.

2(c). Use effective instructional methods that increase the quality and amount of learning time.

Response: We will increase the amount and quality of learning time by providing tutoring after school program, and spring intersession. Additionally, our master schedule protects our instructional blocks that limit student transitions and maximizes learning. The focus of instruction in all Kindergarten through Fifth Grade classrooms is the Common Core Georgia Performance Standards (CCGPS or Standards). Students in all Kindergarten through Fifth Grade classrooms receive instruction on both the grade-level and on their ability-level in instructional blocks.

There has been a focus on student writing in all grade-levels to both improve the students' writing skills and their reading skills in all content areas. Also, in addition each grade-level has a specific time during the instructional day in which they are to focus on writing. During this time, language arts skills are addressed. Teachers across all grade levels have participated in writing training this school year. Teachers in grades PreK-2 will focus on writing appropriate skills and phonics and 3 – 5 will focus on writing training for the GA Writing Assessment presented by Mrs. Peggy Terrell. Teachers will participate in a professional development integrating reading and writing in all subject areas.

2(d). Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).

Response: During the 2013-2014, the school wide initiative will be to focus and utilize all Common Core Georgia Performance Standards curriculum maps, pacing guides, content units and lesson plans as outlined through the state of Georgia. On-going benchmark assessments with review of benchmark results and CRCT data to guide instruction during the 2012-2013 school year and will continue for the 2013-2014 school year. It was determined that AIMS Web monitoring and benchmark assessments for reading and math take place in grades one through five during the first, second, and third quarters of the 2013-2014 school year and goals written as a part of our professional growth plans.



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Students received instruction on test taking strategies. Students also received additional instruction regarding reading vocabulary strategies. It was determined that students need to consistently be assessed in the regular education classroom, resource support classroom, and special education classroom, in the same format as they are assessed on the CRCT.

Pre-tests and post-tests are given in the areas of reading and math to assess mastery of the standards taught during a specific grading period and where re-teaching is needed. Benchmark assessment or OAS assessment is used to assess mastery of all grade-level standards at specific times during the school year. Specifically, those students whose test results indicate they will not meet standards on the CRCT are pulled out and offered additional and differentiated instruction through the use after school tutoring and spring intersession. Parents are given website and log in information for websites that address their child's specific deficits.

***3. Instruction by highly qualified professional staff.**

Response:
 100% of the staff is highly qualified.

***3(a). Strategies to attract highly qualified teachers to high-needs schools.**

Response: We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. Highly qualified teachers are recruited through the school system website. All teachers who are new to teaching or new to the school system take part in three days of new teacher orientation which is provided by the school system and are assigned a mentor.

All the teachers in the school are highly qualified. This includes both regular education and special education teachers. Atha Road Elementary School employed 63 Certified Staff in 2013-2014 with 12 holding Bachelor's degrees, 29 with Masters Degrees, 20 with Specialist degrees and 2 with doctorate degrees. All teachers are required to take part in on-going professional learning in order to maintain their highly-qualified status. Teachers are evaluated utilizing an instrument that requires them to demonstrate effective instructional strategies. SPIN Paraprofessionals received Crisis Management training. Paraprofessional will have additional training offered through resources.

***4. Professional development for staff to enable all children in the school**

Response:
 A. 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. Teachers and paraprofessionals have received



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*4. Professional development for staff to enable all children in the school

instruction on the use of technology for instructional purposes.

Teachers are to take part in professional learning during their grade-level planning period one-two days per week. Professional learning and activities that have taken place over the last few school years have included:

- Analysis and utilization of assessment data to guide instruction
- Utilization of pre-tests and post-tests to assess student progress
- Development, review, and modification of all subject areas pacing guides/instructional maps
- Differentiation
- Questioning for understanding
- CRCT format for assessment
- Transitioning and implementation CCGPS
- Writing standards
- Stages of writing
- Literacy
- Utilization of GOIEP and other student data programs
- Utilizing of the RTI/POI process
- Utilizing of AIMS Web progress monitoring
- Language and key concepts of social studies and science
- Implementation of Common Core Georgia Performance Standards (CCGPS)
- Best practices (Learning Focused Schools) instructional strategies
- Critical thinking/higher order thinking skills
- Assessment for learning
- Phonics
- Spelling skills; Sitton Spelling
- Use of technology in the classroom
- Title I Program orientation
- Standards training for parents
- Reading training for parents
- Moodle (on-line training)

B. We have aligned professional development with the State's academic content and student academic achievement standards. Currently, we are participating in professional development in the following areas:

- Digging Deeper: Integrating the ELA CCGPS in all subject areas
- Common Core Georgia Performance Standards
- Writing and Phonics Training with Peggy Terrell
- Literacy Best Practices-Classroom libraries and word walls

C. We have devoted sufficient resources to carry out effectively the professional



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***4. Professional development for staff to enable all children in the school**

development activities that address the root causes of academic problems. Title I funds are allotted to the all trainings. Teachers meet during one planning time a week and/or after school as needed for trainings. Our Teacher as Leader along with our collegial content experts will share teaching strategies integrating ELA CCGPS during planning times and after school as needed for the above trainings.

D. We have included teachers in professional development activities regarding the use of academic assessments in order to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways.

- Weekly professional learning common planning time to discuss and dissect the Common Core Georgia Performance Standards with a facilitator and book study.
- Bi-monthly professional training in integrating the ELA CCGPS
- AIMS Web webinar to fully implement progress monitoring.
- Phonics and Writing training.
- Data notebooks to drive instruction.
- Weekly grade level meeting to discuss student achievement.
- Leveling supplemental reading materials to guide text complexity to meet CCGPS Lexile bands.

***5. Strategies to increase parental involvement.**

Response:

A. We have involved parents in the planning, review, and improvement of the comprehensive school wide program plan. Parental needs were determined and a Parent/Guardian Involvement Plan/Policy and a School-Parent Compact were developed, and revised annually. This is an ongoing process, which is reviewed at the end of each school year. The parent (the term parent refers to both parents and guardians) of every student in the school was provided a copy of the School-Parent Compact in order to receive their input as were every teacher at the school and the members of the school Title I Parent Advisory planning. Parents were surveyed to determine the best means of communication about school news and upcoming events and parent/guardian interest in training and workshop topics to be offered on the school system level. Information concerning the methods of communication with parents, methods of communication from parents, and ways in which parents have the opportunity to be involved in the school was obtained from sources such as the parent survey and included in the school Title I Parent/Guardian Involvement Plan/Policy. The school Title I Parent/Guardian Involvement



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Plan/Policy was shared with the parents of students at ARES and the school Title I Targeted Assistance Parent Advisory Committee for review. A Title I Program Orientation was offered to parents at the start of the school year and reviewed annually.

On-going communication between the school and parents/guardians will take place in order to promote the participation of parents/guardians in regular, two-way, meaningful communication. Methods utilized on the part of the school will include:

- Sending information home with students
- PTO Newsletters
- Weekly classroom newsletters
- School Messenger phone calls for reminders of important dates and in emergency situations
- Posting information in a variety of sites at the school, the school and school system website which includes links to information such as the school Improvement Plans and school Report Cards
- Open House
- Curriculum Nights in which parents/guardians receive information on the curriculum and state standards
- School programs and activities
- scheduled fall and spring conferences and parent meetings
- Student agendas for daily communication
- Parent Portal through Walton County website-parents have access to student grades
- Email
- Correspondence may be translated, as needed

Parents are provided information concerning their child's performance on summative assessments in the form of a printout that contains the scores and an explanation on how to interpret the scores. Parents of students in third grade or fifth grade whose child did not pass a required section of the CRCT are notified of this in writing and provided information on what will take place in order to give their child another opportunity to earn promotion to the next grade-level. Prior to the CRCT information is sent home concerning the test and what parents can do to prepare their child for the test. CRCT parent information night is scheduled a month prior to test. Information from summative and formative assessment is shared with parents at parent-teacher meetings. This information includes how these summative and formative assessments serve as a predictor of a student's performance on the CRCT. Information concerning the school's performance on the CRCT is available to parents through links on the system website.



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The school utilizes the services of the school system Parental Involvement Coordinator and the school Pre-K Resource Coordinator.

Parents/guardians are provided the opportunity to represent the school at system-level meetings such as the system Title I Advisory Committee and system Comprehensive LEA Improvement Plan (CLIP) meetings and school-level meetings such as meetings of the ARES School Council and the ARES Title I Advisory Committee. Parents/guardians also have the opportunity to be involved in the school through serving of the school Parent-Teacher Organization (PTO), volunteering for PTO activities, serving as a Room Parent, and volunteering at the school. A Parent Resource Information Center has been established. All of the above initiatives, along with open, two-way communication between parents and school administration, ensure that parents are provided with assistance to help meet their child(s)'s academic needs.

The ARES Parent/Guardian Involvement Plan/Policy and ARES School-Parent Compact follow this plan.

- B. We have developed a parent involvement policy included in our appendices that:
- Includes strategies to increase parental involvement (such as family literacy services)
 - Describes how the school will provide individual student academic assessment results, including an interpretation of those results
 - Makes the comprehensive school wide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)
 - Compacts required – include with policy
 - Parent Involvement checklist included

*6. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.

Response:

Following are our plans for assisting preschool children in the transition from early childhood programs. Also included are transition plans for students entering middle school or high school and entering from private schools plus students entering our school throughout the school year. Two Georgia Pre-K Program classes are housed at the school. Students are placed in these classes on a lottery basis. Pre-K students ride the bus to school with their Kindergarten through Fifth Grade peers and utilize the school cafeteria, Computer Lab, and playground.



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Students in the community Pre-K classrooms in addition to Atha Road classrooms classes are able to spend time in the Kindergarten classrooms at the end of the school year in order to become comfortable with the Kindergarten classroom environment. Students in the Pre-K classrooms spend time in Art, Music, and PE at the end of the school year. Rising Kindergarten students may also come to school to spend time in a Kindergarten classroom. ARES hosts a Kindergarten Roundup in the spring of each year to introduce students and parents to the school environment.

Fifth grade students attend an orientation at Youth Middle School at the end of the school year to assist them in the transition from elementary school to middle school. A representative from the middle school attends the IEP meeting for every fifth grade student at the end of the school year. Youth Middle hosts a parent night to provide information to parents about programs and procedures. Fifth grade students also complete a survey about their perceptions of middle school.

Information concerning the grade-level that their child will be going into and what to do to prepare their child for that grade-level is sent home at the end of the school year.

A curriculum night is held during the first month of school in order to provide information to parents on the grade-level that their child is in and the academic expectations for that grade-level.

Teachers communicate within the first two weeks of the school year discussing child's transition into their current classroom.

*7. Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program.

Response:

- A. The ways that we include teachers in decisions regarding use of academic assessment begin with assessment of student work. Teachers meet as grade levels to determine what formative and summative assessments are appropriate. Additionally, teachers choose what their professional goals will be and assessment is used to show mastery of their goals. Teachers make grade level decisions and take/receive feedback from our leadership teams.

*8. Coordination and integration of Federal, State, and local services and programs.



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Response:

A. This component requires a description of how the school will implement the programs listed above, a description of how Title I resources and other resources will be coordinated to support student achievement goals in the school improvement plan, and a listing of all state and federal programs consolidated in the school wide plan.

8(a). List of State and local educational agency programs and other federal programs that will be included.

Response:

(Reference chart on pages 20-21 for federal programs)

A copy of the Free and Reduced-Price School Meals Family Application is provided to every student on the first day of school or on enrollment. These applications are also available at any time during the school year upon request. Parents are notified by the system Director of Food Services if they meet the eligibility requirements for Free or Reduced Lunch.

EL Program services will be provided at Youth Elementary School EL Cluster site.

Professional development for highly qualified staff members has been provided through the use of Title II – A funds. Atha Road Elementary School teachers will participate in professional development for Common Core Georgia Performance Standards and Writing.

Title IV funds disbursed at the system level, support tutors, purchase educational supplies, fund excessive transportation to our local transportation department, reimburse parents for excessive travel to and from school, field trip expenses, school related activity fees, reimburse parents for travel to school meetings and afterschool programs.

Migrant Program services will be provided by the Migrant Region 3 Consortium through ABAC. Staff will forward all Occupational Surveys to the central office to be routed to MEP representative.

8(b). Description of how resources from Title I and other sources will be used.

Response: Title I funds have provided all students with additional resources to meet specific needs. Students received additional instruction with the following supplemental materials:

- Computer based instruction – ability level instruction
- After School Tutoring – small group instruction in reading and/or math by highly



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qualified teachers

- CRCT Prep books
- Quick Reads to help students with fluency
- Trade Books
- Read 180
- White Fence Writing Instruction
- Science Instructional Materials for Science Lab

Additional Title I funds will provide the following services for students:

- Tutoring (Intercession and Saturday School)– as needed based on individual student needs.

8(c). 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.

Response: The IEP goals and objectives for all students who are eligible for special education services are addressed during the school day from highly-qualified special education teachers and SPIN paraprofessionals. Students who are eligible for EIP services receive services through the EIP program during the school day. There are no migrant students at the school, so no support that is available for migrant students is needed. Students who have been identified as being homeless are provided support through the Walton County School District Department of Student Services. ARES currently has nine students identified as Homeless. Homeless student services are coordinated through the Department of Social Services. Federal Programs also provides support to the students identified as Neglected through The Alcove Inc. located in Monroe, GA with coordination of services by the Federal Programs Director of Walton County School District.

The school counselor serves as a link to the system social worker for matters that pertain to student attendance and the health and safety of the students. The system social worker serves as a link to the Department of Family and Children Services (DFACS). No students at the school have participated in Head Start or Even Start. No students at the school have been identified as neglected or delinquent. Students in the school system who are identified as neglected or delinquent receive services through Alcove, Inc. in Monroe, Georgia.

The RTI/POI process is utilized at the school to determine appropriate intervention, modifications, and strategies to be utilized with students for the purpose of student academic success.

Identified Gifted students receive services through the gifted program. The Advanced Content delivery model is used. Through this model teaching strategies, pacing, process skills and assessments differ from courses more typical for students at a particular grade



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level. In addition, gifted instruction is also delivered through resource, cluster and collaboration.

Fifth grade students at the school have taken part in the CHAMPS program that has been provided by local law enforcement officers. The 4-H program has provided activities to fifth grade students at the school. Fifth grade students who meet qualifications are also eligible to join National JR Beta Service Club.

Donations to the school Needy Children Fund are accepted from individuals, groups, organizations, churches, and businesses and enable the school to ensure that needy children at the school have a warm winter coat, gloves, hat, and good shoes for the winter season; to purchase clothing, school supplies, glasses, hearing aids, and medication for students who are in need throughout the school year; to purchase snacks for students whose families are unable to do so; to pay for books for students who are unable to do so; to pay for students to see a physician when their parents are unable to do so; to assist families in paying for their child's lunch and breakfast costs when they are unable to do so; to provide clinic supplies; to support community programs that assist needy children; to help families during the holidays and at other times when they are in need; to help families of our students who have found themselves in tragic circumstances such as when they have lost their home to fire; and to assist our students in other ways when they are in need. ARES students also collected food for local charities.

Atha Road Elementary teachers and students have supported and received support from the following community organizations and business partners:

- Home Depot
- Walton County Recycling Center
- Wal-Mart
- The Walton Tribune (ARES named Reader's Choice Elementary School (2008-2009; 2012-2013) Readers Choice
- Kiwanis
- American Legion

PROGRAM

How funds will be spent derived from the needs assessment and strategies to support student achievement.

Title I- Part A and Title I, Part A ARRA

Saxon Phonics, Parental Involvement, , supplemental educational supplies and technology equipment to assist in addressing



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	students at risk of failing all content areas; additional books related to increasing Social Studies, additional 2 Title I Teachers and 1 Title I Paraprofessional, Math training for teachers, support to enhance Professional learning communities, transportation for intercession and Saturday school, after school program support, Read 180 technology support.
Title II A- Preparing, Training and Recruiting High Quality Teachers and Principals	Gifted Endorsement TSS Training New Teacher Orientation Reading/Science Instructional Specialist consultation
Title I, Part D of ESEA Programs for Children and youth Who are Neglected, Delinquent, or At-Risk	The Alcove, Inc. serves neglected children in the Walton County District;
TITLE III -, Part A of ESEA, Language Instruction for Limited English Proficient and Immigrant Student	Our LEP students are served at Youth Middle Cluster Site
Title IV – Safe and Drug Free Schools	Red Ribbon Week Parent Resource Center information; Bullying prevention program assembly on Effects of Drugs and Alcohol Use as appropriate
IDEA – Individuals with Disabilities Act	Services to students with Disabilities; co teachers, teachers; SPIN paraprofessionals, Parent Mentor support
21st Century Community Learning Centers Grant	After School Program that began in 2008.
School Nutrition Program	Free and Reduced Lunch
Pre K- Elementary School Only	Pre-K teachers and class supplies
CTAE (Middle & High School Only)	None for Atha Road Elementary School
McKinney –Vento Homeless Act	Support to Homeless families; tutors, educational supplies, excessive transportation, reimbursement to parents for excessive travel to and from school, field trip expense, school related activity fees,



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	summer camp and after school program registration fees.
Title I-Technology	Document Cameras, Various supplies to support instruction

*9. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:

Response:

- A. We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Those activities are especially for those students who are struggling.

9(a). Measures to ensure that students' difficulties are identified on a timely basis.

Response:

Students receive support services from the Special Education Program (Pre-K through Fifth Grade), the Early Intervention Program (EIP) Kindergarten through Fifth Grade, and the Gifted Program (Kindergarten through Fifth Grade) support students who exceed standards at the school. Services from the Special Education Program include support to special education students from Special Education Instructional Support (SPIN) paraprofessionals in the regular education classrooms.

Identified Gifted students receive services through the gifted program. Individual student performance on the Georgia Criterion-Referenced Competency Test (CRCT), performance in the classroom and in Talent Pool activities is utilized to identify possible gifted students.

The Response to Intervention (RTI)/Pyramid of Intervention (POI) process is utilized at the school. RTI provides early intervention strategies for students who are struggling academically and monitors the progress of these students. Strategies to address the academic needs of the student are identified and monitored for effectiveness through the RTI process.

The teachers on each grade-level meet with the school RTI coordinator every week to discuss the effectiveness of the strategies that are being implemented and the student's academic progress. Teachers have received training on the RTI process, methods to record and assess student progress towards goals, goal setting, and differentiation of instruction.



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9(b). Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties.

Response: It was determined that the needs of the school's targeted students could best be addressed by offering after-school tutoring in reading and math for students in grades 1st-5th grades. During this tutoring, students utilized manipulatives, computer programs that allow students to address their specific skill needs and move at their own pace, and resources designed to provide instruction and practice on skills in the format that they will see on the state test. Plans are in place to continue the after school tutoring in 2013 and 2014 with funding through Title I School wide Program resources. Third, fourth, and fifth grade students who did not pass the CRCT, receive EIP services, and/or have received a failing grade on their report card this school year in that academic area were offered the opportunity to attend the after-school tutoring.

Students who are at risk of not meeting standards are offered the following support from Atha Road Elementary School teachers and staff members:

- After school tutoring
- Scheduled time for intervention and assistance during the school day
- Intersession and Saturday School
- Small group instruction
- Individualized instruction with paraprofessionals
- Small group instruction with paraprofessionals
- Special Education services (as qualified)
- Academy of Reading
- Academy of Math
- Universal Screeners (AIMS Web)
- Flexible grouping of students across grade levels (vertically and horizontally)
- Pyramid of Interventions support (Tier II, III, and IV)
- Standards based instruction by highly qualified staff members
- Mentoring/Mentee Programs

9c). 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.

Response: Teacher parent-student conferences are held in accordance with the district schedule or on an as needed basis to discuss the student's academic progress or ways the parents can assist the student in meeting or exceeding rigorous standards. The parent student compact indicates what the school will do, parent and teachers will do to



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promote a learning environment and support the students. The school will provide high quality instruction and learning opportunities on a daily basis in a safe, conducive learning environment. Additional assistance will be provided immediately once needs are established. A guided reading program will be implemented to address the students' individual reading levels, a differentiation lab will continue to be staffed pending available funding to address specific needs allow opportunities for optimum growth in meeting identified needs. Ongoing formative, AIMS web and benchmark assessments will be provided by the school with data analyzed to ensure ongoing feedback is given and students are learning at a pace commensurate with their skill levels with necessary supports in place. Parents are encouraged to forge an active partnership with the school in insuring that their students get to school on time every day, support the students in completing homework assignments, providing healthy meals, limiting TV time and incorporating more reading time in schedules, "Be There" for them to provide nurturing, security and support, and talk more to students to increase their verbal vocabularies. Parents can also assist by participating in school activities, training sessions, curriculum nights and serving on committees. The students are encouraged to excel and do their best using a positive attitude while displaying good work habits.

10. Description of how individual student assessment results and interpretation will be provided to parents.

Response:

Parents of students in kindergarten through fifth grade are provided information concerning their child's progress toward mastery of grade-level standards through four report cards and four progress reports that are sent home during the school year. The first quarter and third quarter report cards are discussed with parents during parent-teacher conference held after school. Conferences for parents of students in Pre-K take place in December and in May. Parents are invited and encouraged to take part in POI and IEP meetings that pertain to their child. A student's parent or teacher may request a meeting at any time to discuss a student's performance in school. Parent conferences for other grade levels are provided throughout the school year according to the school calendar and on an as need basis as requested.

Information concerning students' performance is provided to parents through methods such as the student handbook provided to each student which includes the system Code of Conduct, Atha Road Elementary Title I School-Parent Compact, Atha Road Elementary Title I Parent/Guardian Involvement Plan/Policy, student agenda, e-mail utilized for communication between a student's teacher and the student's parent(s), the PTO Newsletter, weekly classroom newsletters, the School Messenger phone call system to remind parents/guardians of important dates such as Open House and to notify of



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emergency situation such as the need to close school early due to inclement weather, information posted on school message board and/or in school lobby and office, information available for parents/guardians in lobby and/or in school Parent Resource Center, school and system website which contain links and information, student standardized testing results sent home, and communication be way of notes, letters, email, and/or telephone calls.

Information is provided to parents at Curriculum Night and throughout the school year on how to help their child master specific skills.

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

Response:

CRCT data, both the results of the students coming to a teacher and the results of the students in a teacher's class and grade-level, are reviewed with teachers at the start of the school year in order to drive instruction for the school year. Trends in strengths and weaknesses are analyzed and changes are made to the scope and sequence for the school year based on this analysis. AIMS Web progress monitoring, on-going benchmark assessments, and classroom assessments are reviewed throughout the school year in order to determine mastery of the students on a grade-level, class, and individually and is used to make instructional and grouping decisions.

Data is disaggregated into categories that include gender, ethnicity, whether or not they are a student with a disability, and whether or not they are an economically disadvantaged student. This is done on the state level to ensure validity and reliability. Atha Road Elementary teachers and administrators complete data sheets and maintain a data notebook for all students indicating the previous performance of students.

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

Response:

Data from benchmarks are used to serve as a predictor of student performance on the CRCT. This is correlated quarterly on the system level in order to ensure validity and reliability.



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Formative assessments utilized are the CRCT and Instructional Assessments given to younger students in grades 1 and 2. On-going benchmark assessments are developed utilizing instruments such as the Georgia On-line Assessment System (OAS) and AIMS Web progress monitoring. Utilization of the OAS ensures validity and reliability of the questions utilized for on-going assessment.

13. Provisions for public reporting of disaggregated data.

Response: Parents are provided information concerning their child's performance on summative assessments in the form of a printout that contains the scores and an explanation on how to interpret the scores. The ARES Testing Coordinator provides an overview of test administration and uses of test scores for planning instruction to parents during a beginning of the year PTO meeting. During Fall and Spring Parent Conferences classroom teachers meet with parents to discuss their child's predicted outcome on the state mandated testing. Teachers also provide parents with information on how parents can best help assist their child in meeting grade level standards. Prior to the CRCT information is sent home concerning the test and what parents can do to prepare their child for the test. In the Spring, parents are invited to attend a CRCT workshop. Information from summative and formative assessment is shared with parents at parent-teacher meetings. This information includes how these summative and formative assessments serve as a predictor of a student's performance on the CRCT. Parents of students in third grade or fifth grade whose child did not pass a required section of the CRCT are notified in writing and provided information on what will take place in order to give their child another opportunity to earn promotion to the next grade-level. Walton County Public Schools System Test Coordinator and Public Relations Directors are in charge of providing this information to parents. In addition, teachers make personal contact with all parents when the results of the CRCT are returned to the school. Information concerning the school's performance on the CRCT is available to parents through links on the system website. Parents will also have the ability to access student grades via the Parent Portal for Infinite Campus (school data system).

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

Response: The Atha Road Elementary Title I School wide Plan was developed and will be implemented for one school year and amended as needed to reflect identified needs based on data review of teacher benchmark data, state academic assessments, school needs assessments, and other indicators.



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

Response: The school Leadership Team, which is made up of teachers and administrators, develops a Short-Term (45-Day) Action Plan for School Improvement (45-Day Action Plan) each grading period. Through the process of developing these 45-Day Plans, action steps to address challenges that have been identified through disaggregated summative assessment data are developed and the progress toward these action steps in terms of implementation and impact on student learning are reviewed. These 40-Day Plans along with multiple data sources, survey results from parents, and input from the school Title I Parent Advisory Committee and the School Council form the basis of the School Improvement Plan. As a basis for all school improvement activities for Atha Road Elementary School, the short – term action plan is a pivotal tool for all school wide planning activities as we make data driven decisions to impact learning.

The ARES planning team with representatives of all stakeholders assisted in developing the Title I School wide Program Plan. The Planning Committee participants include: administrators, teachers, parents, District federal Programs Director, DEES Coordinator, Parent Involvement Coordinator, Parents representatives, teachers, Multiple planning meetings are held to review all data and surveys, to review the requirements, to develop the actual plan, and to assist in developing strategies to implement the plan with indicators for monitoring and evaluating progress.

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

Response:
A hard copy of the plan is maintained in the Curriculum Department at the Local Education Agency (LEA)/Walton County School District Board of Education and a copy in on the system website. The plan is available to all stakeholders with a final approved copy in the school office, shared with School Council, reviewed at PTO and faculty meetings, placed on the schools website, shared with all District staff, reviewed in a synopsis format at CLIP meetings, and available in multiple languages upon request.

17. Plan translated to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.

Response: A hard copy of the plan is maintained in the Curriculum Department at the Local Education Agency (LEA)/Walton County School District Board of Education and a copy in on the system website. The plan is available to all stakeholders with a final approved copy in the school office, shared with School Council, reviewed at PTO and



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faculty meetings, placed on the schools website, shared with all District staff, reviewed in a synopsis format at CLIP meetings, and available in multiple languages upon request.

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

Response:

The plan is subject to the school improvement provisions of Section 1116. The state academic assessments and other indicators are used to review annually the progress of the school to determine whether the school is making adequate yearly progress.