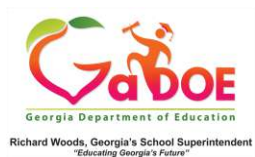


Georgia Department of Education Title I Schoolwide/School Improvement Plan

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: Mt. Zion Elementary	District Name: Clayton County	
Principal Name: Rochelle Harris	School Year: 2016-2017	
School Mailing Address: 2984 Mt. Zion Rd. Jonesboro, GA 30236		
Telephone: (770) 968-2935		
District Title I Director/Coordinator Name: Katrina Thompson		
District Title I Director/Coordinator Mailing Address: 1058 Fifth Avenue, Jonesboro GA 30236		
Email Address: katrina.thompson@clayton.k12.ga.us		
Telephone: (770) 473-2700		
ESEA WAIVER ACCOUNTABILITY STATUS		
(Check all boxes that apply and provide additional information if requested.)		
Priority School <input type="checkbox"/>	Focus School <input type="checkbox"/>	
Title I Alert School <input type="checkbox"/>		
Principal's Signature:		Date:
Title I Director's Signature:		Date:
Superintendent's Signature:		Date:
Revision Date:	Revision Date:	Revision Date:



Georgia Department of Education Title I Schoolwide/School Improvement Plan

SWP Template Instructions

- All components of a Title I Schoolwide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists, all components/elements marked as “Not Met” need additional development.
- Please add your planning committee members on the next page.
- The first ten components in the template are required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).
- Please submit your School Improvement Plan as an addendum after the header page in this document.



Georgia Department of Education Title I Schoolwide/School Improvement Plan

Planning Committee Members

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Rochelle Harris		Principal
Wendell Span		Assistant Principal
Erin Mayer		Instructional Facilitator
DeAnn Clarington		Counselor
Luanne Manning		DES Chair
Lisa Hiott		EIP Chair
Susan Fain		ESOL Lead
Elizabeth Burk		Teacher
Miriam Fears		Media Specialist
Jusu Karneh		Parent
Tosha Ellis		Parent
Maria Ramirez		Parent
Khaliah Smith		Parent



Georgia Department of Education Title I Schoolwide/School Improvement Plan

SWP/SIP Components

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

Response:

A. We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were . . . The ways they were involved were . . .

A number of stakeholders were involved in the process of compiling data for the school's profile during the leadership retreat held on July 30, 2016. The stakeholders that were involved in completing the needs assessment were students, parents, teachers, paraprofessionals, and community partners. Student assessment data were reviewed and school surveys were administered. The results were compiled and analyzed by the school leadership team and Better Seeking Team (BST). To assist in identifying the strengths and weaknesses of Mt. Zion's instructional and organizational effectiveness, grade level meetings were held weekly. Test scores, student performance and teaching techniques were analyzed. Based on the analysis, best practices were explored and suggested for implementation. These meetings were facilitated by district personnel, instructional facilitator, and administrators.

B. We have used the following instruments, procedures, or processes to obtain this information . . . (Be sure to use brainstorming as a strategy for Needs Assessment.)

Mt. Zion Elementary has reflected on current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. The following instruments, procedures, or processes were used to obtain this information:

- Parent Surveys, Teacher, and Student Surveys
- Students with Disabilities (SWD/ DES)
- DIBELS- Dynamic Indicators of Basic Literacy Skills- Used to determine literacy readiness
- Mclass Math- Math program used to determine math proficiency
- Retention Rate
- Student Attendance
- Disciplinary Infractions
- Students qualifying for Early Intervention Services (EIP)- Program servicing students working below grade level
- Ongoing Benchmark performance in relationship to actual outcome
- Brainstorming with Teachers, Parents, and Stakeholders
- CCRPI data
- ELL performance- English Language Learners
- Common Assessments- Assessments developed by grade level teachers to assess acquisition of taught skills
- Unit Assessments- Embedded content assessments to assess standards taught
- GMAS data

Survey results from parents

Mount Zion Elementary School presented a Parent Involvement Survey in April 2015, which will be used to gather information to assist in supporting parental involvement. Parents were asked to take a few moments to participate and read each question and select the response that best fits. A total of 83 parents completed the survey. The survey results are as follows:

Georgia Department of Education Title I Schoolwide/School Improvement Plan

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Results from Written Comments:

The results from the survey concluded that parents want:

More help from teachers with their child's homework assignments.

Advance notice of school activities and meetings in English and Spanish.

Teacher websites with homework updates and what the students are learning in the classroom.

Grades posted on Infinite Campus portal on a consistent basis.

No fees for volunteer background checks.

Parent-teacher conferences on Saturdays.

Results from Survey Questions:

87% of parents feel the school provides parents with opportunities to share feedback.

39% of parents report they attended a meeting this school year where the goals and activities of the Title I program were discussed.

57% of parents feel they have been given opportunities to provide input into school decisions.

58% of parents feel the school encourages them to play a role in the school improvement planning process.

77% of parents feel the school provides information that is easy to understand.

74% of parents feel that their child's teacher communicate with them about their child's progress on a regular basis.

98% of parents know how to contact their child's teacher.

87% of parents feel they are aware of what their child is expected to understand in all subject areas.

86% of parents reported that they had met with their child's teacher at least once or twice.

66% of parents feel that school leadership fosters an environment in which staff, parents, and the community work together to improve student achievement.

87% of parents report that in the past year they had attended a parent meeting or event at least once or twice to help them work with their child to do better in school.

45% of parents report that they had never participated in classroom activities with their child during the school year.

93% of parents report that they have worked with their child on homework.

79% of parents report that they have frequent conversations with their child about what his or her class is learning at school.

78% of parents report that they have participated in activities at their child's school.

74% of parents feel that the school creates a welcoming environment for parents.

44% of parents report that they have never worked with other parents at their child's school to plan and carry out school activities.

Parents report that they would like to see the parental involvement funds used at their child's school as

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follows:

- 54% Technology Resources
- 51% Educational Materials for Parents
- 39% Parent Workshops
- 35% Parent Involvement Coordinator
- 30% Parent Resource Center

Parents report that they need more help in the following areas to participate more in decision-making and the overall academic achievement of their child's school:

- 47% time in my schedule
- 42% information on how to get involved
- 35% encouragement from the school to get involved
- 30% information about school issues to be addressed
- 27% opportunities to share my opinion about school issues
- 19% confidence in my abilities to help

Parents report that they prefer to receive information from their child's school as follows:

- 90% Letters (flyers, etc. sent home with students)
- 67% Email
- 64% Phone call
- 43% Text Message
- 29% Website
- 14% Social Media

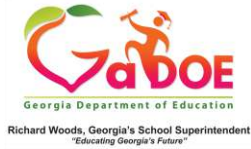
Parents report they would like the school to provide them with following informational programs:

- 71% Homework help
- 55% Math skills
- 53% Reading strategies
- 47% Technology assistance
- 16% Navigating the school

Parents report the following would help them participate more in parent meetings and school activities:

- 47% Evening meetings
- 36% Morning meetings
- 36% Access to information online
- 20% Childcare assistance
- 13% Transportation assistance

Parents report the following were very valuable to them:



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51% Parent-Teacher Conferences
40% Open House
36% Homework Help Workshop
35% Math Matters Night
34% Science Fair
33% Parent Involvement day
31% Literacy Night
Survey results from teachers and students were not available.

C. We have taken into account the needs of migrant children by (or if you have no migratory students . . . these are the procedures we would follow should those students be in attendance . . .) . . .

We have taken into account the needs of migrant students by observing district policies. Mt. Zion Elementary does not have a migrant student population at this time. In the event the school gains a migrant population, the school will follow the district, state, and federal guidelines to ensure the migrant students are afforded the same opportunities as all other students. In addition, upon enrollment all parents/ guardians are required to complete a survey that establishes migrant status. The survey will be included in the student's permanent record. The district in turn, coordinates support for migrant students. The original form is sent to the Office of Federal Programs to be forwarded to the GaDOE-Migrant ABAC Office. A copy of the completed survey is maintained in the student's cumulative folder.

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. For example . . .

The charts below displays GMAS grade level data for all content subject areas. A reflection on this data allows us to see where we need to focus on improving for the 2016-2017 school year based on trends. GMAS data is used to make informed

Decisions concerning instructional practices We also included grade level data for MyOn which focus on current Lexile data. This will allow us to determine next steps in increasing our students Lexile scores for the 2016-2017 school year.

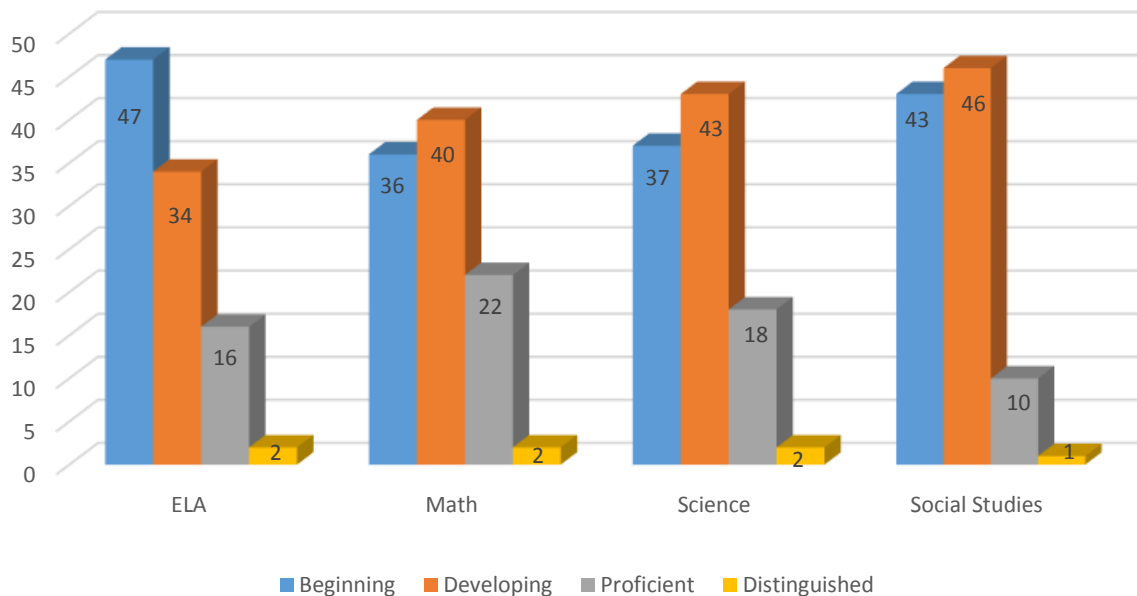
The next set of data will show our 3rd grade SLO pre and post data for the 2015-2016 school year in all core content areas. SLO's will not be administered during the 2016-2017 school year, but we still use this data to help determine the needs of our students based on trends. This data will help us to determine where we need to provide laser focused explicit instruction and higher order thinking skills. The last set of data will show our DIBELS progress and mClass progress over the course of a year for our 3rd grade students. The information gained from DIBELS and mClass will allow us to restructure the instructional day for our students to ensure adequate ELA and math instruction daily.

3rd Grade GMAS(See Next Page)

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**3rd Grade 2015-2016
All Students**



Subject	2014-2015	2015-2016	Change+/-
ELA	18%	19%	+1%
Math	18%	24%	+6%
Science	21%	20%	-1%
Social Studies	13%	11%	-2%

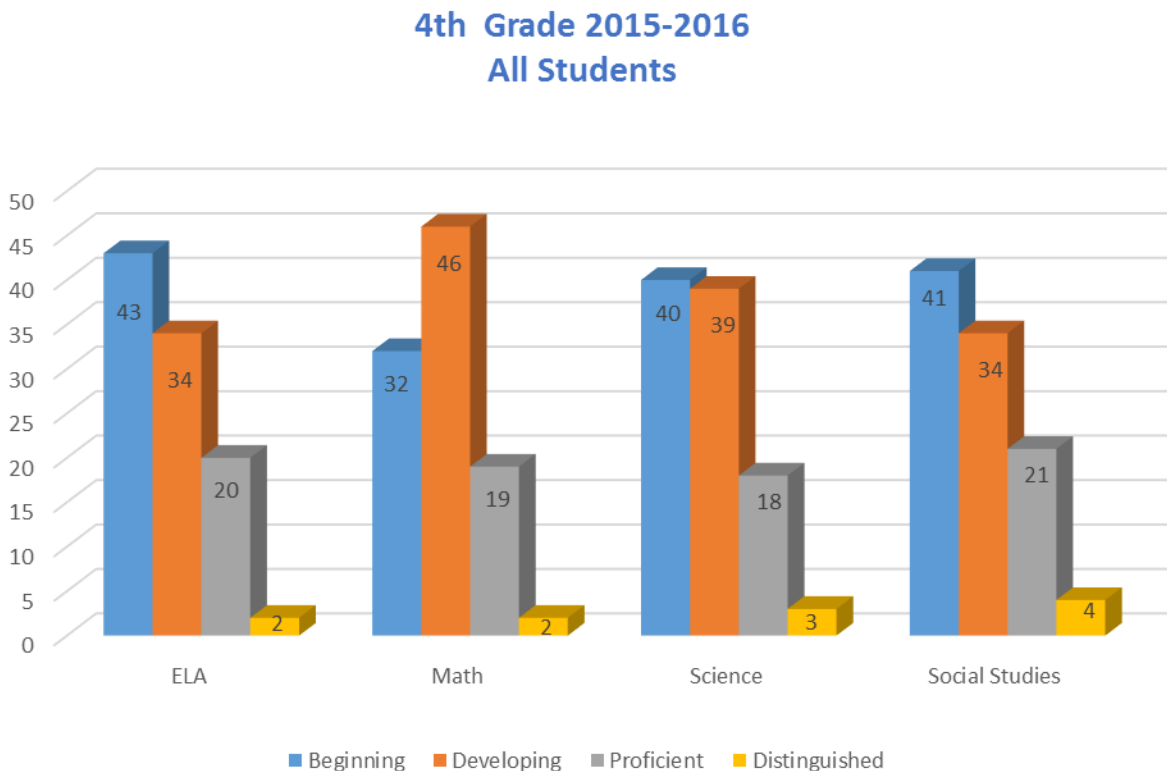
According to the above charts, our 3rd grade students are not showing high levels of proficiency in any of the content areas. Although small gains have been made, we still need to focus on increasing the level of proficiency in the area of ELA, math, Science, and Social Studies. Also, we must make a concerted effort to move students to the distinguished level. In looking at our 3rd grade data, 2% or less of our students are distinguished in all content areas. This data represents our 2015-2016 GMAS results. We have approximately 235 students on this particular grade level. As we analyze this data, we will ensure we focus on professional development for our

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teachers to address the challenges we face.

4th Grade GMAS data



Subject	2014-2015	2015-2016	Change+/-
ELA	28%	23%	-5%
Math	12%	21%	+9%
Science	23%	21%	-2%
Social Studies	19%	25%	+6%

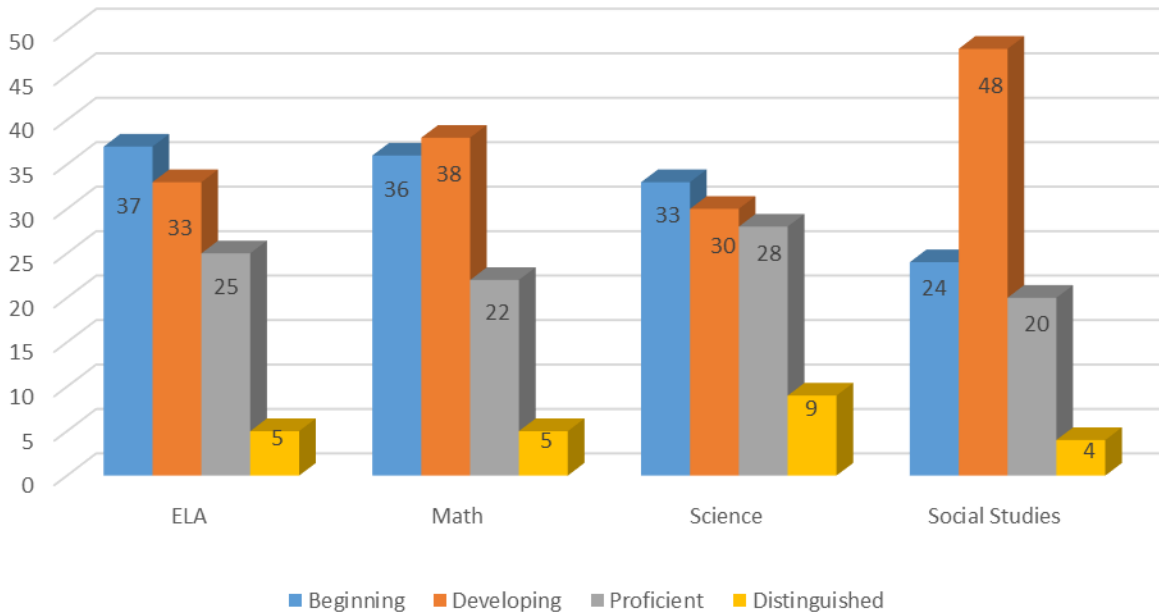
Georgia Department of Education Title I Schoolwide/School Improvement Plan

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As we analyze the above data, we see that we still need to increase the level of proficiency for all students in all content areas. Our students are beginning to make some gains in the area of math and science, but still require intensive support. Although small gains have been made, we still need to focus on increasing the level of proficiency in the area of ELA, math, Science, and Social Studies. Also, we must make a concerted effort to move students to the distinguished level. In looking at our 4th grade data, 4% or less of our students are distinguished in all content areas. This data represents our 2015-2016 GMAS results. We have approximately 216 students on this particular grade level. As we analyze this data, we will ensure we focus on professional development for our teachers to address the challenges we face. Our goal is to show consistent growth and close the achievement gap among our students and the students across the state of Georgia.

5th Grade GMAS data

**5th Grade 2015-2016
All Students**



Subject 2014-2015 2015-2016 Change +/-

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ELA	33%	30%	-3%
Math	26%	27%	+1%
Science	29%	37%	+8%
Social Studies	27%	28%	+1%

In analyzing our 5th grade data, they are making positive gains in the areas of math, science, and social studies. Although a positive gain was made, it was very small. This suggests that support is still needed in these areas. In the area of ELA the overall percentage actually decreased by 3%. This data supports the fact that we need to provide intensive support in all content areas for our students. We want to ensure the teachers are properly trained to teach the standards and help our students to perform at the proficient or distinguished level. The 2015-2016 data represents approximately 195 students.

MyOn Lexile scores 2015-2016

Grade Level	October, 2015	May 2016	Change
	<i>Average Lexile</i>	<i>Average Lexile</i>	
Grade 3	350	380	+30
Grade 4	455	490	+35
Grade 5	570	700	+130

MyOn is a program that allows students to read books online from a variety of genres. The purpose of using MyOn is to allow students to have access to text in varied genres. In doing so, our goal is to provide each student with an opportunity to

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Increase their Lexile score.

Grade 3 SLO Data 2015-2016 -Percent passing

Subject	Pre-Test	Post Test	Change
ELA	30%	47%	+17
Math	31%	46%	+15
Science	37%	51%	+14
Social Studies	31%	44%	+13

DIBELS Percentages

	BOY 2015-2016			MOY 2015-2016			EOY 2015-2016		
	Intensive	Strategic	Benchmark	Intensive	Strategic	Benchmark	Intensive	Strategic	Benchmark
Third	44%	9%	47%	39%	13%	48%	32%	15%	53%

mCLASS Percentages

	BOY 2015-2016			MOY 2015-2016			EOY 2015-2016		
	Intensive	Strategic	Benchmark	Intensive	Strategic	Benchmark	Intensive	Strategic	Benchmark
Third	25%	68%	7%	34%	43%	23%	35%	43%	22%

DIBELS are measures that help teachers and schools determine how students are performing on important reading skills. DIBELS stands for Dynamic Indicators of Basic Early Literacy Skills. These measures are designed for students in grades K-6. The critical skills necessary for successful beginning reading include: phonemic awareness, phonics, fluency, vocabulary, and comprehension. DIBELS measures assess students on four of these five critical skills.

mClass allows us to gauge the students' mathematical reasoning skills and do universal screening for individual students. Based on the information, we are able to tailor the math instruction to meet the specific needs of our students. This also helps as we develop small groups.

After a thorough review of the assessment data, we found the following to be a concern:

- Overall Academic Performance
- Retention Rate

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- Student Attendance
- Teacher Attrition Rate
- Disciplinary Infraction
- DIBELS
- mClass

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 (ED) students who may experience lack of opportunities or exposure to a variety of outside learning opportunities. Eighty percent of the student population are economically disadvantaged. CCRPI reports indicate these students did not meet subgroup performance targets in ELA, Science, and Social Studies.
- Students from Major racial and ethnic groups who have diverse ways of acquiring new information
- Students with disabilities who have individualized educational plans to support the most appropriate instructional strategies to utilize and instructional modifications that are necessary to address their learning strengths and weaknesses. Students with disabilities make up thirteen percent of our student population. CCRPI reports indicate that less than three percent of these students met the subgroup performance target in English Language Arts, Math, Science, and Social Studies.
- Students with limited English proficiency sometimes require instructional modifications to effectively have access to the curriculum to gain understanding.

The charts below give a detailed look at the performance proficiency of each subgroup. This supports that our subgroup students are not meeting the performance target for proficiency. The ELL, SWD, Hispanic, and Black students are not making sufficient progress. The data shows less than twenty percent of the students in these groups are considered to be proficient as evidenced by Georgian Milestones Assessment (GMAS).

Reading	% at Proficient 2012-2013 CRCT	% at Proficient 2013-2014 CRCT	% at Proficient 2014-2015 GMAS	% Proficient 2015-2016 GMAS
Black	90	90	Reading is embedded in ELA	Reading is embedded in ELA
Hispanic	96	88		
SWD	78	85		
ELL	94	73		
ED	92	90		
Language Arts	% at Proficient 2012-2013	% at Proficient 2013-2014	% at Proficient 2014-2015	% Proficient 2015- 2016
Black	86	83	24.8	19.1
Hispanic	87	84	24.9	22.6
SWD	73	72	2.3	4.2

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ELL	78	67	20.4	0
ED	85	84	26.2	Not reported
Social Studies	% at Proficient 2012-2013	% at Proficient 2013-2014	2014-2015	2015-2016
Black	67	75	16.5	16.3
Hispanic	72	71	19.2	17.6
SWD	17	32	4.6	2.3
ELL	50	51	17.6	1.6
ED	69	74	19.3	
Mathematics	% at Proficient 2012-2013	% at Proficient 2013-2014	% at Proficient 2014-2015	2015-2016
Black	73	68	15.4	20.0
Hispanic	72	69	20.5	27.1
SWD	53	25	2.3	2.3
ELL	57	49	17.4	9.2
ED	73	69	18.3	
Science	% at Proficient 2013-2014	% at Proficient 2013-2014	% at Proficient 2014-2015	2015-2016
Black	70	73	22.5	20.3
Hispanic	82	70	24.3	22.1
SWD	34	44	4.6	2.3
ELL	70	44	21.7	6.3
ED	75	72	24.4	

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

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

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

The major strengths of MZE are in the areas of reading fluency and comprehension based on current GMAS data. Our students scored 26.2% proficient for all students on the GMAS in the area of ELA. This area continues to show the most students being proficient even when compared to historical CRCT data. This also showed to be true for our various subgroups during the 2014-2015 school year as indicated by the GMAS overall proficiency rate in ELA.

- The major needs we discovered were . . .

- The major needs for MZE are in the areas of math, science, ELA, and social studies. Our students have shown a low proficiency rate on the GMAS in all of these areas. On the GMAS for 2014-2015, our students showed 18.3% proficient in the area of math, 24.3% proficient in the area of science, 19.1% proficient in the area of social studies, and 26.2% proficient in the area of ELA. Our SWD students showed the least amount of growth in the areas of ELA, math, science, and social studies. Our SWD students showed 2.3% proficient in the area of math, 4.6% proficient in the area of science, and 4.6% proficient in the area of social studies on the 2014-2015

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GMAS. The DIBELS overall percentages showed a decrease of 12% of intensive students from the BOY to the EOY. This is not a significant change, but a step in the right direction. Our mClass data showed a 10% increase from the BOY to the EOY for intensive students. More students ended the school year at the intensive level. This supports our need for additional math assistance. Also, the SLO and Lexile growth was not optimal for student achievement, but did show some growth.

➤ The needs we will address are . . .

The needs we will address are math, science, ELA, social studies, and writing. The needs will be addressed with all grade levels and subgroups. We believe our teachers and students need intensive support in these areas to show significant gains. Our goal is to have each subgroup performance meeting or exceeding the target for their group.

The specific academic needs of those students that are to be addressed in the school wide program plan will be . .

The specific academic needs of those students that are to be addressed in the school wide program plan will be all grades Math (numbers and operations, measurement, geometry, computation, fractions, and fact fluency). Science will be general lab use for exploration school-wide. Social Studies will be government, civics, and geography in all grades. Teachers will target the writing process for all students. Reading will focus on fluency, increasing Lexile levels and comprehension.

➤ The ROOTCAUSE/s that we discovered for each of the needs were . . .

(How did you get in this situation? What are some causes?) Teams of stakeholders, including parents, teachers, and administrators, used a variety of protocols and tools to identify root causes that explain our low student performance in all academic areas. We discovered the following causes for low academic achievement.

- Ineffective instructional practices
- Teachers not teaching in small group to target skills
- Not maximizing instructional minutes
- Class size too large
- Student transiency
- Student attendance
- Teachers not using the explicit lesson plan framework
- Teachers not differentiating instruction
- Lack of data driven lessons
- SWD and ELL not receiving targeted instruction
- Students not being identified as at risk and monitored through RTI
- RTI interventions not being implemented consistently

G. We believe that if we address these causes of low achievement our students will show growth in all academic core areas. The measurable goals/benchmarks we have established to address the needs are listed below:

- Each grade level will have an overall proficiency rate of 3% or higher in each content area of the Georgia Milestones Assessment (GMAS) as evidenced by the 2016-2017 GMAS proficiency rate
- All students will score 50% or higher on all content unit assessment given at the end of each unit of study

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during the 2016-2017 school year.

- Close the achievement gap among our students and students across the state by 5% during the 2016-2017 school year.

2.B Schoolwide reform strategies that:

Response

Mt. Zion Elementary staff considered key factors when determining our school wide reform strategies. They are:

- Will the reform strategy increase student achievement?
- Will the reform strategy help to close the achievement gap?
- How will we determine the success of the reform strategy?

We have decided to focus on several things to ensure the success of all students and to address the key factors. They are:

1. Mt. Zion Elementary will provide teachers with professional development to ensure they know how to address learning deficiencies.
2. We will provide a during the day training on how to implement small groups in order to assist students who are working below grade level in the areas of ELA, Math, Science, and Social Studies.
3. School wide, we will focus on explicit instruction and ensure teachers utilize explicit instruction framework with fidelity.
4. Ensure integration of technology to enhance student learning.
5. Ensure teachers teach to mastery and scaffold the learning as necessary.
6. Require teachers to teach in small groups to accelerate and remediate learning as needed.
7. Protect the instructional time in order to maximize time on task for all students.

Teachers will participate in four days of training to address effective teaching strategies in in the areas of Math, Science, and ELA this year. The training will provide teachers with a model of how to analyze data and use it to inform instruction. They will receive training on research based strategies that they will be able to implement with their students to impact instruction. The additional strategies will be implemented after the teachers receive additional training. Training will take place weekly during their collaborative planning times and during faculty meeting. Specific attention will be given to using the explicit lesson framework and small group instruction. Teachers will also learn how to maximize the instructional time each day.

Georgia Department of Education Title I Schoolwide/School Improvement Plan

- 2B-Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).

Response:

The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standard are detailed below. ([Strategies to be used.](#))

The administration and staff of Mt. Zion is committed to providing effective educational experiences and instructional strategies that reach the needs of all students. Many opportunities will be offered to help all students meet the state's proficient and advanced levels of student academic success.

Differentiated Instruction

"The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is (in all subject areas) and assisting in the learning process." (Hall 2005) Students at Mt. Zion will be taught using Differentiated Instruction using the following strategies:

- Create multiple avenues for learning that challenge all students in mixed-ability classrooms.
- Engage students in a variety of hands-on-activities and authentic tasks that aid in learning and conceptual understanding.
- Create and integrate lessons that combine learning styles, and multiple intelligences to meet the needs of all students.
- Maintain a data notebook which includes the learning style of each student to assist teachers with engaging lesson designs (Focus Group)
- Utilizing Study Island to help students work at their level.
- Small group instruction to focus on acceleration and remediation as necessary.

Flexible Grouping and Grouping for Instruction

Teachers will utilize flexible grouping arrangements to accommodate student readiness, learning styles, and interests, while balancing social needs. Flexible grouping arrangements allow teachers to make membership changes to accommodate student readiness, learning styles, and interests, while balancing social needs. (Rogers, 1991; Unsworth, 1984)

Strategies to improve reading and language arts....

MyONreader

"myON is a complete literacy solution that reinvents the ways in which students and teachers interact with text. myON provides anytime, anywhere access to a library of more than 7,000 enhanced digital books with multimedia supports, real-time reporting and assessments and embedded close reading tools. Their innovative digital literacy platform allows students not only to read, but to read *closely*, to engage with digital texts in new ways that will transform the entire

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- 2B-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).

learning experience.

ClassWorks

Classworks is an online instruction and assessment solution that is proven to help K thru 12 students become critical thinkers and independent learners. All of the instruction is aligned to local, state and national standards and assessment objectives.

Writers Workshop

Writers Workshop is an interdisciplinary writing technique which will be used to build students' fluency in writing through continuous repeated exposure to the process of writing.

Leveled Books

Leveled Books will be used during guided reading. Children will be matched with books according to their reading level and will be grouped depending on individual needs. "Readers who experience only one kind of book may develop a narrow range of strategies for processing text." (Pinnell, 1991)

Pyramid Intervention

Using the pyramid of Intervention to determine when students are struggling and provide strategic interventions to help them show their areas of need; it also documents students' strength's and provides additional challenge in a variety of ways. Georgia's Student Achievement Pyramid of Interventions begins with standards-based classrooms serving as the foundation for teaching and learning.

Strategies to improve mathematics....

- Daily problem solving
- Use of manipulatives
- Math fluency drills
- Use of supplemental resources
- Critical thinking exercises
- Math solutions program

Instructional Facilitator

The addition of an Instructional Facilitator at Mt. Zion will assist with lesson planning and focus for all staff who teach math. Weekly collaborative planning (grade-level and vertical) will be utilized to emphasize best practice and provide support to instructional staff.

- **Blitz Day-January**
- **Math Solutions training**

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- 2B-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).

- **Math problem of the day**
- **Differentiated Instruction**
- **Explicit Instruction**
- **Scaffolding**
- **Using Graphic Organizers**
- **Anchor charts**
- **Integration of technology**
- **Classworks program**
- **Math Reflex for math fluency**

Strategies to improve science and social studies....

The integration of technology in the classroom will serve to guide, expand and enhance learning Common Core standards. Effective integration of technology will be achieved when students are able to select technology tools to help them obtain information in a timely manner, analyze and synthesize the information and present it professionally. It will assist students in making real-world connections. The technology should become an integral part of how the classroom functions as accessible as all other classroom tools. (ISTE, page 6)

Strategies to improve school discipline...

School wide Discipline plan

Each grade level will utilize the Multi-Tiered System of Support that is in place to decrease the number of office referrals. The focus will be on positive behavior and on providing incentives for students who qualify. We will recognize students of the month to promote good citizenship.

Utilize character education program. A Character education word will be reviewed each day via the morning announcement.

2C Use effective methods and instructional strategies that are based on scientifically based research that:

- strengthen the core academic program in the school.
- increase the amount and quality of learning time, such as providing and extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum.
- include strategies for meeting the educational needs of historically underserved populations.

Response:

A wide variety of scientifically-based actions and strategies will be used to ensure that all

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students have the opportunity to meet the state's proficient and advanced levels of academic achievement. We will also create a master schedule for grade levels in order to protect the instructional time. Following are examples of the Scientifically Based Research supporting our effective methods and instructional practices or strategies.

Differentiated Instruction

"The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is (in all subject areas) and assisting in the learning process." (Hall 2005) Students at Mt. Zion will be taught using Differentiated Instruction using the following strategies:

- Create multiple avenues for learning that challenge all students in mixed-ability classrooms.
- Engage students in a variety of hands-on-activities and authentic tasks that aid in learning and conceptual understanding.
- Create and integrate lessons that combine learning styles, and multiple intelligences to meet the needs of all students.
- Maintain a data notebook which includes the learning styles of each student to assist teachers with engaging lesson designs (Focus Group)
- Utilizing MyONreader and iStation to help students work at their level.

Flexible Grouping and Grouping for Instruction (Title Teacher , Title Paraprofessional)

Teachers will utilize flexible grouping arrangements to accommodate student readiness, learning styles, and interests, while balancing social needs. Flexible grouping arrangements allow teachers to make membership changes to accommodate student readiness, learning styles, and interests, while balancing social needs. (Rogers, 1991; Unsworth, 1984)

Strategies to improve reading and language arts....

Accelerated Reader Program (General School Budget)

"The greatest advantage to Accelerated Reader is that it keeps reading constantly visible and exciting for all students. It gives teachers a way to make students accountable and allows them to have a say in their own education. In the way it lets them choose their own reading materials." (Horizons, 2000) The teachers at Mt. Zion will utilize Accelerate Reader (AR) software to increase reading in the following ways:

- Make essential reading practices more effective for every student.
- Personalize reading practices to individual student's needs.
- Manage all reading activities to reach all subgroups.
- Assess students' reading with on-line quizzes.
- Build a lifelong love of reading.

Blitz during the day remediation- to begin in January

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Blitz Remediation is implemented to assist student weakness in reading and math as identified by MClass, DIBELS, and GMAS performance. These students receive additional support two days a week during the school day. The focus will be to target deficit areas in literacy and numeracy. Students who do not need remediation will receive acceleration during this time.

Writers Workshop (199 – Title tutoring)

Writers Workshop is an interdisciplinary writing technique which will be used to build students' fluency in writing through continuous repeated exposure to the process of writing.

Resources Cite by Lucy Calkins – author of Writers Workshop

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Leveled Books

Leveled Books will be used during guided reading. Children will be matched with books according to their reading level and will be grouped depending on individual needs. "Readers who experience only one kind of book may develop a narrow range of strategies for processing text." (Pinnell, 1991)

Strategies to improve mathematics....

Math Strategies for Improvement

Math Fluency Drills

Blitz Remediation to begin in January

Selected math EIP for identified students.

Use of manipulatives

Math Solutions Training

Success Maker

Instructional Facilitator

The addition of an Instructional Facilitator at Mt. Zion will assist with lesson planning and focus for all staff who teach math. Weekly collaborative planning (grade-level and vertical) will be utilized to emphasize best practice and provide support to instructional staff.

Strategies to improve science and social studies....

The integration of technology in the classroom will serve to guide, expand and enhance learning Common Core standards. Effective integration of technology will be achieved when students are able to select technology tools to help them obtain information in a timely manner, analyze and synthesize the information and present it professionally. It will assist students in making real-world connections. The technology should become an integral part of how the classroom functions as accessible as all other classroom tools. (ISTE, page 6)

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STAR, Coach, Mountain Language and Math

NCLB emphasizes proven educational methods and the use of research-based material in the classroom. The use of Coach supplemental materials is based on scientific research. Coach Books, built upon principles of explicit systematic instruction, are supported by the research of Wells, Rosenshine, Meister, and Benson, among others, and The National Reading Panes, and reflecting Vygotsky's Zone of Proximal Development. Coach Book instructional practices in all core subject areas support the following:

- Features carefully regulated, graduated levels of difficulty and gradual release
- Presents concepts systematically, so as to build connections between them perform with guidance and assistance.
- Provides scaffolding for higher-level cognitive strategies such as reading comprehension and math problem-solving strategies.
- Uses modeling, prompts, and checklists for learning support.
- Presents material in small steps so as not to overload working memory.
- Provides ample rehearsal and practice so as to promote consolidation and integration of new concepts.
- Provides opportunities to experience success.
- Supplemental materials are aligned to the Common Core Georgia Performance Standards.
- Allows students to practice in multiple modalities.

The addition of a second Science Lab to supplement the one existing lab will facilitate real lab experiences for more classes throughout the school year.

2D Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:

- counseling, pupil services, and mentoring services;
- college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
- the integration of vocational and technical education programs.

Response: All core teachers are highly qualified. Professional Development is an on-going strategy to keep staff abreast of the latest trends and research in education. Teachers participate in professional development during staff meetings, common planning time, and through system-wide classes, and conferences. We also will provide in class modeling for teachers demonstrating how to use new strategies learned. Students will participate in career day and complete career portfolios. This will increase their knowledge of avenues they can take upon graduating. Our low achieving students will receive additional support services such as Early Intervention Program (EIP), Department of Exceptional Students (DES), and assistance by a remedial

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2D Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:

- counseling, pupil services, and mentoring services;
- college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
- the integration of vocational and technical education programs.

paraprofessional. Each grade level will have 2 remedial paraprofessionals who are trained to assist low achieving students in core content subject areas.

Our school has a full time counselor who is available to assist students in areas of need. She conducts classroom, small group, and individual counseling as needed. The school psychologists also has a “Why Try” group which helps students to learn effective coping skills.

2E Address how the school will determine if such needs have been met; and

- are consistent with, and are designed to implement, the state and local improvement plans, if any.

Response: The school will look at unit assessments for each content area to progress monitor our students. We will also look at student work during collaborative sessions to determine if the students are on track to be proficient or distinguished learners. We will analyze the grades at the end of course to determine if students are acquiring the skills needed to propel them to the next level. We will look at the failing grades report each grading period in order to intervene early. We will also analyze common assessments, fluency levels, Lexile scores, mClass, and DIBELS data to determine levels of proficiency. By analyzing formative and summative data, student work samples and artifacts, reviewing data in the Statewide Longitudinal Data System(SLDS) we will be able to determine if the needs of the students have been met.

In order to ensure all students meet or exceed standards, teachers use GMAS data to identify students in all levels, especially those who have serious deficits, within the first two-weeks of school. **These students are recommended for tutoring services through our remediation programs.** A variety of multi-sensory, multi-level, high interest materials are used during Title I tutoring. These materials include, but are not limited to Guided Readers and strategies to Achieve Reading Success, Accelerated Reading Program and Math specific programs, and GaOAS. Students work in cooperative and small groups as well as individually with the teachers.

STAR Reading, DIBELS, mClass Math, MyON reader, iStation, classworks, and STAR Math determine students reading and math developmental levels. Students complete activities based on their placement scores:

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STAR Reading – Individual students’ reading comprehension and reading level are assessed utilizing this program.

Common Assessments – common assessments such as fresh reads (weekly) are utilized to determine level of performance.

Unit Assessments- Assessment found at the end of a unit for each content area. Provide data to show how students performed on the taught standards for the unit.

Weekly Readers in grade 3-Used to support instruction addressing informational text. Research shows that reading Weekly Reader increase students’ knowledge, especially of current event (Hofstetter, Lapp & Flood, 2000).

Parenting programs are also provided by CCPS personnel to help parents understand common core curriculum and how it applies to their child’s achievement. Parents attend various sessions and receive instructional strategies and resources to support learning at home (Southwest Educational Development Laboratory, 2002).

Professional Development for Title I funded personnel is offered to provide support on how to effectively engage families and increase their awareness of their educational rights and how to support student learning with positive engagement. National PTA 2013 Legislative Conference, March, 2013. Professional development enhances teacher knowledge and skills. It help teachers acquire better knowledge and skills so they can improve classroom teaching because improved teaching raises student achievement (REL, 2007).

Vertical Team Planning gives teachers an opportunity to share grade level and student preparation concerns in order to improve student achievement (Bertrand, 2006).

3. Instruction by highly qualified professional staff

Response: Mt. Zion Elementary employs a staff of 37 highly qualified full- time teachers. The Clayton County Schools Human Resource Department verifies through Professional Standards that all teachers meet the “highly qualified” status. All certificates are on file in the Human Resources office. According to the professional standards guidelines 100% of teachers at MZE are highly qualified. Principals are responsible for recommending employees, assigning them, and maintaining them in areas in which they will remain highly qualified. We provide staff members with ongoing professional development throughout the school year.

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

Response:

[We have included teachers, principals, and paraprofessionals and, if appropriate, pupil services](#)

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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.

personnel, parents, and other staff in our staff development that addresses the [root causes of our identified needs](#). For example . . . (Be specific.)

Mt. Zion Elementary will promote an academic climate that actively supports teaching and learning through a variety of programs and resources. Mt. Zion Elementary has included teachers, administrators, and other staff in our professional development (PD) and addresses causes of the school's identified needs in the academic areas. The school will provide high-quality and ongoing professional development for teachers, principals, and paraprofessionals to enable all students to meet the Standards for academic achievement. Trainings are also provided for parents each month by the Parent Liaison. This is an effort to provide all stakeholders with PD that will help our students show high progress. In order to determine the PD for ELA, Numeracy, Science, and Social Studies, we look at end of the course data and ongoing assessments to determine the needs. Our current data supports PD is needed in the area of Literacy, Numeracy, Social Studies, and Science.

Professional learning will be made available for instructional personnel. Professional learning regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program must be provided to instructional personnel. Some of the Professional Development Workshops are: (*Title Teacher , Title Paraprofessional, Professional Development – Math- Study Island*)

- Common Core Georgia Performance Standards
- Progress Monitoring
- Formative Assessments
- Accelerated Reader
- Accelerated Math
- Standards Based/Differentiated Instruction
- Best Practices in Reading and Math
- TKES
- Writers Workshop
- Study Island-a web based program, to increase student achievement
- SMART Boards- technology to help engage the students
- SMART Response Systems – a creative way to assess student learning
- Differentiated Instructions- meeting the needs of diverse learners
- Planning using the Gradual Release Framework
- Unit planning using the S.T.A.R.T.S model

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

It is the intent of Mt. Zion Elementary to align all professional learning activities to the Georgia

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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.

Teacher Keys and the State Standards for greatest student academic achievement. **(Professional Development)**. Professional Development paid for via Title I funds follow specific guidelines to ensure direct alignment to the Comprehensive School Improvement Plan. This plan is reviewed by district level personnel and the training are approved through the district, Title I, or Professional Development department.

We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. For example . . . (money, time, resources, instructional coaches)

We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems.

- Utilize the Instructional Facilitator for on-site job-embedded professional learning in alignment with the district facilitator
- Monitor classroom instruction through Focus Walks to ensure implementation of Professional Development strategies
- Provide resources and supplies for classrooms to carry out the implementation plans
- Redelivery of workshops and meetings that teachers attend
- Conduct weekly grade level meetings in conjunction with vertical alignment meetings
- Provide on-site training and modeling provided by district level personnel and Math Solutions

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 . . .

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:

- Provide professional learning opportunities in the use of data driven instruction to improve individual student achievement and the overall instructional program
- Teachers will participate in professional learning activities on the use of academic assessments along with common core strategies to drive the instructional program
- Professional development has been aligned with the State's academic content by scheduling in-services pertaining to the Common Core subjects

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

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Response:

We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. (Use HiQ Report and school staff roster. Indicate how certification deficiencies are being addressed.)

- A. We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. (Use HiQ Report and school staff roster. Indicate how certification deficiencies are being addressed.)
- Recruit early from approved Clayton County TalentEd system
 - Attend district job fairs
 - Interview multiple applicants for vacant positions
 - Offer multiple opportunities for high quality professional development
 - Create a supportive and nurturing environment that encourages collaboration and team building
 - Maintain a mentoring program for all new teachers and veteran teachers utilizing TSS (Teacher Support Specialists)
 - Instructional support provided by the Principal, instructional Facilitator, and grade level chairs
 - Maintain a sense of family and camaraderie with the faculty and staff
 - Faculty input with the interview selection
 - Caring, supportive administrators with open-door policies
 - Teacher appreciation expressed regularly throughout the school year from administrators, PTA, PIE (Partners In Education), and Sunshine committee
 - Faculty and Staff member of the month celebration

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

Response:

We have involved parents in the planning, review, and improvement of the comprehensive schoolwide program plan by . . .

Mt. Zion Elementary will involve parents in an annual review and revision of the School Improvement Plan in the following ways:

- The parents will be informed through written communication and PTO meetings of their child's school test scores and progress. The parents will be provided with information regarding interpretation of those scores and encouraged to ask questions.
- Parents will attend parent/teacher conferences for academic updates
- The parents will participate on the Local School Council. The Local School Council meets four times a year and consists of teachers, community partners, parents, and principal.
- Parents will be involved with updating the School Parent Involvement Policy.
- Parents will receive a letter from the Principal including a copy of the Title 1

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parent Involvement Policy as required by Title I program

- Parent Involvement Surveys will be distributed to parents
- Parents will participate in scheduled as well as unscheduled conferences
- Parents will be notified of assessments results through parental meetings, report cards, parent-teacher conference (held every nine weeks), and written notifications

We have developed a parent involvement policy included in our appendices that

- includes strategies to increase parental involvement (such as family literacy services)
- describes how the school will provide individual student academic assessment results, including an interpretation of those results
- makes the comprehensive schoolwide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)
- compacts required – include with policy
- Parent Involvement checklist included

B. We have developed a parent involvement policy included in our appendices that

- Mt. Zion Elementary Parental Involvement Policy was developed with input from the parent involvement committee, the Local School Council; and the leadership team. Activities utilized to increase parental knowledge of student achievement, student activities, and to involve parents in the education process of their child.
- **A Parent Liaison was hired with Title 1 (Parent Liaison (177) \$30,868.00 + benefits, (610) \$14,443.00)** to work exclusively to increase parental involvement. The Parent Liaison will organize workshops, attend Title 1 District meetings, call parents to remind them about meetings, etc. Activities to increase parent ability to help children will include Family Math and Family Reading Night and GA Milestones Readiness. CCRPI results will be explained to parents in small groups. Family Learning Night is an opportunity for parents to attend classes which will help them understand grade level standards/elements, develop make and take activities, and complete instructional task based on Common Core/Georgia Performance standards. Parents are able to experience instructional lessons similar to those taught daily in school.
- Communicate with parents to keep them informed of school and/or community events that affect the child or their family
- Organize parent/community volunteers for the school

2015-2016 TEACHER/STUDENT/PARENT COMPACT OF Mt. Zion Elementary

SCHOOL MISSION: Our mission is to provide a quality education for all students based on their individual needs.

TEACHER AGREEMENT: I believe that each child can be successful. I will:

- believe that each child can learn

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- show respect for each student and his/her family
- enforce school and classroom rules fairly
- demonstrate professional behavior and a positive attitude
- come to class prepared to teach
- maintain open lines of communication with the students and his/her parents or guardian
- provide meaningful and appropriate classroom and homework activities

Teacher Signature _____ *Date* _____

STUDENT AGREEMENT— I believe that I can be successful. I will:

- attend school regularly and on time
- show respect for myself, my school and other people
- believe that I can and will learn
- obey the school and bus rules
- always try to do my best in my work and in my behavior
- work cooperatively with my classmates, teachers and other school staff
- take pride in myself and my school
- come to school with my homework and supplies

Student Signature _____ *Date* _____

PARENT/GUARDIAN AGREEMENT – I believe that my child can be successful. I will:

- see that my child is punctual and attends school regularly and is on time
- communicate with my child's teachers on a regular basis
- support the school in developing positive behaviors
- provide a home environment that encourages my child to learn
- stay aware of what my child is learning
- show support for my child, the teacher and the school
- talk with my child about his/her school activities every day

Parent/Guardian Signature _____ *Date* _____

ADMINISTRATIVE TEAM AGREEMENT: As a team we will:

- provide a safe and orderly environment conducive to learning
- provide an environment that allows for positive communication between the teacher, parent and student
- support the teachers in providing high quality instructions
- encourage students, their families and staff to keep this compact

Principal _____

Teacher _____

Date _____

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

Response:

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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 ...

- A. 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 . . .
- B. Transition from 2nd to 3rd grade at Mt. Zion Elementary has included plans for assisting 2nd grade students in the transition to 3rd grade. The plan includes:
- In the spring, communication about Mt. Zion Elementary will be distributed via Mt. Zion Primary along with on the website and school flyers
 - In the Spring, the Parent Liaison will provide parents with information for middle school and make them aware of Universal Day.
 - In the Spring, Counselor, and 3rd grade teachers will conduct a meeting to discuss registration procedures and expectations for 3rd grade.
 - The students will tour the building, meet the staff, and participate in some 3rd grade activities. This will be facilitated by the Parent Liaison, Counselor, and Instructional Facilitator.
- Fifth Grade Transition to Middle School involves Mt. Zion Elementary and Rex Mill Middle School. We utilize activities including plans for assisting Fifth grade students in the transition to Middle School. The plan includes:
- A presentation is presented to 5th grade students by 6th grade staff and students. During the assembly, transition is discussed; changes in the instructional program, departmentalization, and a question/answer are held. Fifth day at their feeder school and integrate with 6th graders.
 - Maintain a classroom culture that prepares students to transition to middle school
 - Make sure all IEP's are current for easy transition for Students with Disabilities (SWD) into middle schools

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

Response:

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

- A. The ways that we include teachers in decisions regarding use of academic assessment are . . .
- B. Mt. Zion Elementary will build on the alignment of the curriculum with desired results for student learning. Instructional strategies and learning activities will be designed

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through continuous data driven instruction. This will provide valuable information for improving the achievement of individual students in the overall instructional program. The ways that Mt. Zion Elementary includes teachers in decisions regarding use of academic assessment are:

- Collaborative Planning – Teachers and Administrators will collaborate to plan instructional strategies and assessments aligned to Georgia Performance Standards(GPS) /Georgia Standards of Excellence (GSE) to ensure the academic achievement of students. Various workshops and professional learning opportunities such as critical thinking, test-talking skills, and visible learning. Teachers will have common grade level planning in which they collaboratively plan strategies to improve instruction as well as academic assessments. The assessments are teacher made, system made, or commercial made. Data is used from STAR, a component of Accelerated Reader. Assessments are designed by teachers based on standards.
- GMAS – Third through Fifth grade teachers will use the results of the GMAS from previous years to align their instruction to address the weaknesses and strengths of the incoming students. Teachers will look at each domain and identify the areas to target for designing lesson plans. The GMAS results will help the teachers to identify their students' academic strengths and weaknesses.
- Common Assessments by Grade Level- Teachers will discuss different strategies and unified common assessments to be used in their content area and how they can improve their instructional methods as well. During these common grade level meetings, new best-practices ideas will be shared and plans for implementation will be developed. Once they are implemented in the classroom, they will be assessed and evaluated. Teachers will share tasks and activities among the grade level and examine student work to determine what does and does not meet the standards. Teachers will review GMAS data to identify areas of weakness and plan strategies to address targeted areas. This will be completed during weekly grade level meetings.
- Student Support Team Meetings (SST) –Student Support Team consisting of teachers, parents, counselors, administrators, and a system psychologist will collaborate as needed to analyze the individual needs and progress of students not achieving standards. It's a purpose is to find ways around roadblocks in helping a student to succeed. The committee will work as a problem-solving team that benefits the entire school. Teachers will design strategies to assist students in the regular education program. If the strategies and interventions are not successful, screening for academics, cognitive, behavior, and vision/hearing may be recommended. Finally, results from the screenings may result in a full psychological evaluation that indicates weaknesses and deficiencies that can be addressed in a special education placement.
- Response To Intervention (RTI) – Mt. Zion Elementary will utilize data

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gathered from RTI, IEP, and 504 plans to ensure all Students with Disabilities (SWD) receive appropriate accommodations and modifications as required by law. These strategies will begin prior to starting the Student Support Team (SST) process with students. The academic teams will gather and analyze data including academic, behavior, and prior SST's. Meetings will be held and the RTI team will determine what strategies to try, if the strategies/interventions are working, and the next steps in the process.

- Formal and Informal Assessments – Teachers will collaborate to design assessments aligned to the Common Core/ Georgia Standards of Excellence and instructions. Both formal and informal assessments will be used to monitor student progress and inform instructional practices. Informal assessments will be completed by the teacher in a variety of methods.
- Instructional Leadership Team – Instructional Leadership team will meet weekly to discuss student data, instruction, and academics through the use of long term and short term plans.
- Grade Level Meetings – During grade level meetings, teachers, administrators, and the school/district instructional facilitators will collaborate to analyze both formative and summative assessments. These assessments will include:
 - GMAS
 - STAR Reading – Diagnostic Reading Tool
 - Writing Test for 3rd and 5th Grades
 - STAR Math
 - Unit Assessments
 - DIBELS
 - Mclass Math
 - Reading Wonders Assessments
 - Success Maker progress
 - All data analysis will be used to monitor students' progress and in the implementation of data-driven instructional practices. The results will be used to improve the performance of individual students and the overall instructional program.

We will use Title I funds to ensure teachers receive proper Professional Development (PD) to understand best practices and gain a deeper understanding of the content they teach. Teachers will receive PD in the areas of Numeracy, Literacy, Science, and Social Studies. This will assist in providing high quality education to all of our students on a consistent basis. We will also use Title I funds to ensure the students have materials that have been strategically selected to address the deficit areas of all students. In our case, students need assistance in the areas of Numeracy, Literacy, Science, and Social Studies. Title funds will also allow us to provide students with the necessary materials to complete projects and fully participate while in the learning environment

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and at home. We understand students thrive when they have effective instruction and multiple learning opportunities.

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

Response:

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

- 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.)

(Title Paraprofessional ,Study Island, supplies)

Various actions will be employed at Mt. Zion to ensure that students who experience difficulty in mastering proficient or advanced levels of academic achievement shall be provided with effective, timely additional assistance. Those activities are:

Flexible Grouping and Small Group Instruction

Teachers will utilize flexible grouping and small group instruction to accommodate student readiness, learning styles, and weaknesses. Teacher will provide intervention instruction to students who did not meet standards in Math, Reading, or English Language arts on the CRCT. Small group sessions on self-motivation and test-taking strategies will be scheduled at all grade levels.

Early Intervention Program

Students in grades 3-5 who did not meet proficiency in the areas of Math and Reading on the GMAS will be provided the opportunity to participate in the EIP program based on set criteria.

Title Safety Net Program (Title Paraprofessional)

Students in grades 3 – 5 who do not qualify for the regular Early Intervention Program, but are recommended by the teachers will have the opportunity to participate in the Title Safety Net program with the Title I funded Teacher and Paraprofessional. The Title funded personnel will work with students who have been identified as having deficits in reading or math. These groups will change as new data is collected and follow the need of the students.

Mentoring

The Partners in Education will volunteer time to mentor and tutor at-risk students. Also, the school psychologists and school counselor will hold sessions with students who demonstrate a need in various areas. Their main focus will be to build self-awareness and social skills among

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these students.

Classroom Instruction

- Engaging students in higher level critical thinking
- Blitz days in the area of reading and math. This is an in school remediation day to address the skills that students have not mastered. This begins in January.
- Engaging students in meaningful lessons that add rigor and relevance to the content area
- Utilizing flexible grouping within their grade level in an attempt to better address students' needs.
- Increasing student writing time through the implementation of Writing Blitz days
- Utilizing Study Island in the classrooms, home, and computer labs.
- Utilizing the Georgia Performance Standards in Science and Social Studies through the use of supplemental/additional materials to enhance the instructional program in content areas.
- Making use of flexible grouping and small group instruction to accommodate student readiness and address the learning style of at-risk students.
- Ensure teachers are using the Georgia Standards of Excellence to guide instruction

Instructional Facilitator

The Instructional Facilitator will support the classroom teachers by modeling lessons, providing research-based instructional strategies, resources and materials, developing and maintaining structure in the classroom environment, analyzing formative and summative assessments, and designing and coordinating professional learning activities. The facilitator will work closely with the other professionals in the learning environment to ensure that standards are being met.

Instructional Paraprofessional and Title Teacher (*Title Teacher Title Paraprofessional*)

These persons will act as our safety-net for our students who do not qualify for other services – sometimes referred to as bubble group. Also served will be sub-groups that data indicates needs additional support.

Parent Liaison

This staff member will assist parents as well as work with parents to plan workshops, provide instructional materials, strategies, and other resources that are designed to help parents take an active part in their child's education. The Parent Liaison also works with parents to make sure all students attend school every day and have all necessary supplies and materials.

Migrant

Mt. Zion does not have a migrant population. However, in the event the school gains a migrant population the schools will follow district, state, and federal guidelines to ensure that migratory students will achieve the same goals set for all students. In addition all parents or guardians enrolling a child in the school will receive a survey that determines whether or not the child will be identified as migrant. A copy of this record is maintained in the student's cumulative folder.

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English Language Learners

Mt. Zion Elementary will follow district, state, and federal guidelines to ensure students who are identified as English Language Learners will receive appropriate instruction to address the language deficit. Additionally, teachers and staff are trained via professional development on ways to meet the needs of these students in the general classroom setting.

- SIOP – Sheltered Instruction Observation Protocol
- WIDA Standards – World Class Instructional Design and Assessment
- ACCESS Testing – Monitor and measure how students are progressing.
- Direction intervention by the ELL teacher
- General intervention by the Classroom teacher.
- Imagine computer based program

Homeless Students

Mt. Zion will follow district, state, and federal guidelines to ensure that students who are identified as homeless will achieve the same goals set for all students. Clayton County Public Schools Title I Office provides a homeless liaison to assist students who are identified as homeless.

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

Response:

- 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.

Mt. Zion Elementary coordinates and integrates federal, state, and local services/programs to ensure that students are College and Career ready. Mt. Zion Elementary collaborates with program managers to use available funds to prevent duplication of services and efforts. Title I funds will be used to promote academic excellence among all students and to provide PD to strengthen the instructional component. We work with district personnel to ensure we are utilizing the funds to support academic success for all students. We follow district guidelines in an effort to not supplant programs or materials that have been previously offered by the district. We will utilize the Title I funds to support all students in the areas of English Language Arts, Math, Science, and Social Studies. We will purchase educational resources and provide teachers with professional support to enhance these areas.

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

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- *Response:* Students are administered a variety of tests during the school year. These tests come with a parent report that is forwarded to parents. The guidance counselor and classroom teacher offer sessions that interprets the reports for parents. Also, the parent liaison holds meetings to help parents interpret the reports that are sent home.
- Individual assessment results are mailed to parents. Parent/teacher conferences allow teacher to review and interpret test data for parents by identifying areas that show a repeated pattern of deficiency or strength.
- Parents receive Progress Reports every four and a half weeks. In addition, Report Cards go home every 9 weeks.
- Parents also have opportunities to attend conferences with the teacher to receive additional information centered around data.

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

- *Response:* The school system through the department of Research and Accountability collects data. Once the results are received, the administrators, counselors and teachers review the data to inform instructional decisions. The counselor also reviews the data with students.
- MZE will utilize the Parent Portal and Infinite Campus as another means of providing assessment results to parents.

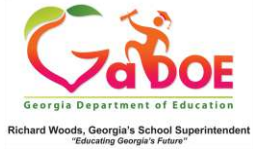
GMAS results of data is shared with the staff via a faculty meeting and collaborative planning sessions. Data is disaggregated and compared/contrasted according to performance level across grades, departments, leadership teams, and school council. Teachers will distribute test results at the beginning of the year of current and former students. Each teacher's data is discussed with the teacher during one-on-one and group conferences. Data is reviewed during common planning time identifying strengths and weaknesses, domain performance, and students' performance by sub-group. Data is shared during faculty meetings to determine next steps.

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

Response: The Georgia Milestones is a statewide test. Validity and reliability have been established at the state level. Teachers and proctors receive in-service on administering the tests and test security to ensure that results are valid. Test administrators sign a form indicating they will administer the assessment with fidelity.

14. Provisions for public reporting of disaggregated data.

Response: The Superintendent and The Department of Research and Accountability verify and report test information to the public. Disaggregated data will be reported to the public via news organizations and can be accessed by visiting the GDOE website. Information via school



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website, data bulletin board located near the main office, PTO newsletters and flyers are distributed to parents informing them of GDOE access regarding CCRPI. Mt Zion elementary operates a Title I school-wide program and CCRPI results are available for review. Data is available for review in the media and parent centers.

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

Response: The Mt. Zion Title and School Improvement Plans were last written in January 2016. These plans are updated annually to ensure compliance. Collaboration to update and revise the School-wide Plan was done through meetings (staff, PTO, School Council, Grade Level, Better Seeking Team, and Parental input meetings) emphasizing the accomplishments, growth and needs of the school. All historical data was aggregated, disaggregated, reviewed and analyzed to look at trends and to help determine goals for the 2016-2017 school year. Based on findings from these committees, the types of programs that would be implemented were determined as well as the allocation of Title I funds.

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

Response: The entire school staff and parents meet annually to review and revise the plan. In addition, the Better Seeking Team reviews and updates the plan ensuring that all aspects are covered and the plan addresses all levels and needs of students. The school council, which consists of parents and community representatives, also reviews the plans and gives suggestions relative to what needs to be added or deleted. Components of the plan were reviewed with the Office of Federal Programs for completion.

We provided flyers to announce the various meetings to discuss the plan. Stakeholders were invited to attend multiple sessions to collaborate on the plan. We also advertised using our school marquee. The Parent Liaison and ESOL Lead teacher called parents to solicit their participation. From these efforts, we were able to confirm the following members:

Rochelle Harris- Principal
Wendell Span- Asst. Principal
Erin Mayer- Instructional Facilitator
DeAnn Clarington- Counselor
Luanne Manning- DES Chair
Lisa Hiott- EIP Lead
Susan Fain- ESOL Lead
Elizabeth Burk- Teacher
Miriam Fears- Media Specialist
Jusu Karneh- Parent
Tosha Ellis - Parent
Maria Ramirez- Parent
Khaliah Smith- Parent

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

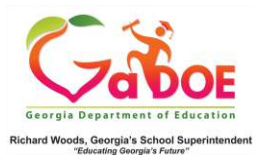
Response: Plan is available at the local school site and at the Office of Federal Programs. The plan will be reviewed at a Parent Teacher Meeting in September. In addition, a copy of the Title I Plan will be placed in the media center and in the Parent Center. The plan will also be referenced on the school website indicating where a copy can be located.

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

Response: At the current time, English is the language of the significant percentage of parents at Mt. Zion Elementary. But in the future, if another language is the language of a significant percentage of parents, the plan will be translated in that language. Clayton County Public Schools has an interpreter available to translate the plan for parents who do not speak English.

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

Response: The plan is subject to school improvement provisions of 1116. All schools in the state of Georgia are subjected to this school improvement provision. Teachers, Administration,



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Facilitators, and the Better Seeking Team attend collaborative planning meetings, provide professional development, work cooperatively with administration to provide critical feedback, and conducts observations to help strengthen the instructional program.