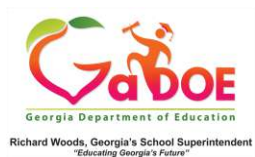


Georgia Department of Education Title I Schoolwide/School Improvement Plan

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: Harper Elementary	District Name: Clayton County Public Schools	
Principal Name: Dr. Denise Stevens	School Year: 2016-2017	
School Mailing Address: 93 Valley Hill Road SW Riverdale, Georgia 30274		
Telephone: (678) 479-2654		
District Title I Director/Coordinator Name: Katrina Thompson		
District Title I Director/Coordinator Mailing Address: 1058 Fifth Avenue Jonesboro, Georgia 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.



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Planning Committee Members

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
		Principal
Dr. Malika Gonzales		Assistant Principal
Mr. Marques Strickland		Assistant Principal
Ms. Debra Patrick		Instructional Facilitator
Ms. Davida Smith		Instructional Facilitator
Ms. Dinah Baldwin		Media Specialist
Ms. Niecy Hines		Gifted Teacher
Ms. Neomia Coleman		Parent Liaison
		Parent
		Parent
		Parent
		Parent
		Parent
		Parent
		Parent

Georgia Department of Education Title I Schoolwide/School Improvement Plan

SWP/SIP Components

- | |
|--|
| <p>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).</p> |
|--|

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. Participants met as the school Leadership Team and discussed goals and strategies for the 2016-2017 school year. Next, the Leadership Team shared the proposed goals and strategies with grade level and department chairs. Finally, the Leadership Team shared with teachers, staff, parents, and the community and revised the SWP accordingly. Parents were given a copy of the previous year's plan. Two parent meetings (one morning and one afternoon) were held to allow parents an opportunity to provide input into the Title-1 plan. In addition, Title 1 input packets were disseminated to all parents. The packets included the compact, policy, and parent involvement budget. This also gave parents the opportunity to provide input into the parent involvement activities that will take place at Harper.

B. Each grade level and department collaborated to analyze data and present to the entire staff. Georgia Milestones, DIBELS, district benchmark, and common assessment data were reviewed by all students groups. During collaborative planning teams of teachers identified potential reasons or causes for areas in which students struggled. In addition, our administrative team and instructional facilitators met with teachers to discuss additional support needed from support staff which included our counselor, social worker, and district support staff to examine student data which included attendance, discipline, retention rate, response to intervention, and placement of students in various support programs. Throughout the process, we reviewed the following data.

- o Student and Teacher Attendance – Student attendance is tracked through Infinite Campus and teacher attendance is tracked with jiffy passes through the Identakid tracking system.
- o Teacher Retention Rate – Retention rate is tracked using the information from the Governor's Office of Student Achievement.
- o Parental Involvement – Our parent liaison keeps documentation to identify the number of parents and how often they are involved in school activities.
- o Discipline Infractions – Discipline infractions are tracked through Infinite Campus
- o TKES/LKES Data – Data is tracked through the Georgia TLE platform
- o District Benchmark Results – Results are able to be found in Edutrax
- o Individual Education Plans – DES teachers maintain student IEPs in Infinite Campus
- o 504 Accommodations – DES teachers and the counselor maintain student 504 accommodations.
- o RTI/SST – Assistant principals, along with the SST grade level chairs monitor and maintain student records.
- o GKIDS – Teachers maintain this data on the Georgia Kindergarten Inventory of Developing

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Skills

- o Surveys (Teacher/Student/Parents) – Results are maintained on the state department website for Star Climate Rating.
- o Georgia Milestone Assessment System – maintained in eDirect
- o DIBELS – maintained by Amplify

During Super Saturday Parent meetings data was presented in a chart format that visually represented student performance over the past three years to allow groups to easily identify weaknesses and strengths in student performance. The data that teachers presented to administrators, faculty, and staff afforded an opportunity for brainstorming. Final determination about strengths and weaknesses are presented in component 1D of this plan. Throughout the development of this plan, we took into account the needs of all students, including students with disabilities, English Learners, homeless, and other subgroups.

C. Harper Elementary School *does not* have a migrant student population at this time. In the event the school gains a migrant population, the school will follow district, state, and federal guidelines to ensure that these students are afforded the same opportunities as all other students. We will diagnose their needs, create and maintain a profile based on the needs assessment, plan engaging instruction, teach Georgia Standards of Excellence, assess for mastery, reteach with appropriate interventions/RTI and administer summative assessments to determine if mastery is achieved or further intervention is required. 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. 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 on current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. We have also reviewed data for ELA, Math, Science, and Social Studies. Although our teachers work continuously to extend student learning in a way that each child gains a deeper understanding of the content, there continues to be additional room for growth in ELA, math, science and social studies.



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Georgia Department of Education Title I Schoolwide/School Improvement Plan

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DIBELS Percentage									
	BOY 2015-2016			MOY 2015-2016			EOY 2015-2016		
	Intensive	Strategic	Benchmark	Intensive	Strategic	Benchmark	Intensive	Strategic	Benchmark
Kindergarten	54	20	26	39	22	39	27	16	57
First	58	12	30	40	16	44	40	14	46
Second	41	8	51	33	9	58	34	12	54
Third	43	13	44	29	15	56	29	21	50

After a review of the 2015 – 2016 DIBELS assessment data, we found the following areas of concern:

- At the end of the year 44% of our kindergarten students performed below or well below grade level expectations overall. The data reveals a weakness in letter recognition and phoneme segmentation fluency.
- At the end of the year 54% of our 1st grade students performed below or well below grade level expectations overall. The data reveals a weakness in nonsense word fluency and oral reading fluency.
- At the end of the year 45% of our 2nd students performed below or well below grade level expectations overall. The data reveals a weakness in 2nd grade oral reading fluency. 52% of 2nd graders move to third grade reading below or far below grade level expectations.

mCLASS Percentage									
	BOY 2015-2016			MOY 2015-2016			EOY 2015-2016		
	Intensive	Strategic	Benchmark	Intensive	Strategic	Benchmark	Intensive	Strategic	Benchmark
Kindergarten	60	38	2	36	49	15	24	16	38
First	36	55	9	31	51	18	21	14	28
Second	14	75	11	28	67	8	23	12	25
Third	27	69	4	23	50	2	43	21	17

After a thorough review of the 2015 – 2016 mCLASS Math assessment data, we found the following areas of concern:

- At the end of the year 62% of our kindergarten students performed below or well below grade level expectations overall. The data reveals a weakness in Kindergarten in number identification, counting, and missing number.
- At the end of the year 72% of our 1st grade students performed below or well below grade level expectations overall. The data reveals a weakness in 1st grade in counting, missing number, and next number.
- At the end of the year 75% of our 2nd students performed below or well below grade level expectations overall. The data reveals a weakness in 2nd grade in missing number, quantity discrimination, and number facts.



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2015-2016 Georgia Milestone Assessment Data																							
	ELA											Math											
	Percent of Beginning		Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent of Proficient and Distinguished		2017 State Perform Target	Percent of Beginning		Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent of Proficient and Distinguished		2017 State Perform Target	
	#	%	#	%	#	%	#	%	#	%	%	#	%	#	%	#	%	#	%	#	%	%	
ALL Students	212	49	124	29	85	20	9	2	94	22	66.9	175	41	174	41	68	16	12	3	80	19	69.8	
Black	144	33	79	18	52	12	3	.006	55	13	54.3	127	29	111	25	36	1	3	.007	39	.02	55.2	
Hispanic	61	14	39	.095	28	.06	6	.013	34	.07	59.5	40	.09	59	13	28	.06	7	.016	35	.076	63.9	
Multiracial	0	0	2	.005	0	0	0	0	0	0	71.3	1	.003	1	.003	0	0	0	0	0	0	72.9	
White	2	.005	1	.002	0	0	0	0	0	0	77.4	2	.004	0	0	1	.003	0	0	1	.003	81	
Econ-Disadvantaged	122	28	62	14	35	.08	0	0	35	.08	56.3	100	23	91	21	28	.06	8	.018	36	.081	59.4	
English Learners	45	10	13	.03	7	.016	0	0	7	.016	46.9	28	.06	25	.05	12	.03	0	0	12	.03	55.1	
Students with Disabilities	42	.09	5	.01	0	0	0	0	0	0	43	41	.09	6	.01	0	0	0	0	0	0	47.5	

2015-2016 Georgia Milestone Assessment Data																							
	SCIENCE											SOCIAL STUDIES											
	Percent of Beginning		Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent of Proficient and Distinguished		2017 State Perform Target	Percent of Beginning		Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent of Proficient and Distinguished		2017 State Perform Target	
	#	%	#	%	#	%	#	%	#	%	%	#	%	#	%	#	%	#	%	#	%	%	
ALL Students	219	51	142	33	64	15	9	2	73	17	64.6	200	47	158	37	51	12	17	4	68	16	66.5	
Black	152	35	92	21	31	7	2	.004	33	7	49	142	33	79	19	30	7	3	.007	33	8	52.9	
Hispanic	59	14	41	9	29	6	5	.01	34	8	56.9	52	12	39	9	16	4	6	1	24	6	59.3	
Multiracial	1	.002	1	.002	0	0	0	0	0	0	69.6	1	.002	2	.002	0	0	0	0	0	0	70.2	
White	2	.004	1	.002	0	0	0	0	0	0	77.5	2	.004	1	.004	0	0	0	0	0	0	77.6	
Econ-Disadvantaged	118	28	77	18	29	7	3	.006	32	7	54.1	112	26	80	19	28	7	6	1	34	8	55.9	
English Learners	41	9	21	5	3	.006	0	0	3	.006	47	40	9	24	6	1	.004	0	0	1	.004	48.1	
Students with Disabilities	43	10	3	.006	1	.002	0	0	1	.002	46.8	36	8	10	2	0	0	0	0	0	0	47.5	

Data from 2015 and 2016 show that over 65% of Harper's Third, Fourth, and Fifth Grade students were Beginning or Developing Learners. Additionally all student, as well as students in each subgroup performed below the state's performance target. We will continue to identify and implement best teaching and learning literacy practices to ensure that 100% of all test takers are either a Proficient or Distinguished Learner in all content areas.

Georgia Department of Education Title I Schoolwide/School Improvement Plan

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

Overall Academic Performance:

- More than 75% of all students scored in beginning and developing in all content areas.
- The majority of students in all subgroups performed in beginning and developing in all content areas.
- Students in all subgroups performed below the state performance target.
- Review of CCRPI data for Lexile levels shows 3rd grade with a decrease of 3.2% and a increase for 5th grade of 14.4%.
- The percent of 4th grade students meeting and exceeding in all content areas is extremely low.
- The percent of students meeting typical to high growth as well as the median growth percentile for 4th grade Math and Science displays a decrease in both content areas.
- The percent of 5th grade students meeting and exceeding in all content areas is extremely low.
- The percent of students meeting typical to high growth decreased in Social Studies.

Retention Rate

Less than 5% of the students at Harper Elementary are retained in their current grade level.

Student Attendance

Student daily average attendance rate varied between 93% and 95% during the 2015-2016 school year. A plan will be put in place during the 2016-2017 school year to address attendance issues at the school.

Teacher Attrition Rate

About 13% of teachers left Harper Elementary for reasons other than teacher retirement.

Disciplinary Infractions

There was a 40% increase in the assignment of OSS for student infractions. A school-wide behavior plan is in place to reduce the number of referrals. The school will implement portions of the PBIS program during the 2016-2017 school year.

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Georgia Kindergarten Inventory of Developing Skills(GKIDS)

The Georgia Kindergarten Inventory of Developing Skills assessment is year-long and progressive. The primary purpose is to collect ongoing diagnostic information about students. The Spring 2016 School Summary Report denotes that :

- 58% of students met or exceeded standards met or in English Language Arts
- 77% of students met or exceeded standards in Mathematics
- 50% of students met or exceeded standards in Approaches to Learning
- 59% of students met or exceeded standards in Personal/Social Development

DIBELS/mClass Math

Reading data reflects that in grades Kindergarten – 3rd grade, 56% of our students performed below or well below grade level expectations for basic early literacy skills. The deficit areas are focused around fluency. Math data reflects that in Kindergarten – 3rd grade, 93% of our students performed below or well below grade level expectations for early numeracy skills.

In addition to reviewing the current achievement data, Harper Elementary School has reflected on the following:

- Focus Walks
- Formative and Summative Assessments
- Student work with Teacher and Student Commentary
- Formal and Informal Observations
- Teacher's Needs Assessment survey results (Professional Development)

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. Ninety-five percent of the student population are economically disadvantaged. CCRPI reports indicate these students did not meet subgroup performance in ELA, Math, Science, or Social Studies. The ED subgroup did not meet either the state or subgroup performance target in ELA, Math, Science or Social Studies.

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- Students from a variety of 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 eight percent of our 3rd, 4th, and 5th graders student population. Previous CCRPI reports indicate these students did not meet subgroup performance or state performance target in Reading, Math, Science or Social Studies.
- Students with limited English proficiency often require instructional modifications to effectively have access to the curriculum to gain understanding.

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

The major deficits we found based on Georgia Milestone data in grades 3, 4, and 5 indicates that 51% of our students scored in the beginning and 33% in the developing range in Science. Social studies 47% beginning and 37% developing. Math 41% beginning and 41% developing; ELA 49% beginning and 29% developing.

The major needs we discovered were the percent of 4th grade students meeting and exceeding in all content areas is extremely low. The percent of students meeting typical to high growth as well as the median growth percentile for 4th grade Math and Science displays a decrease in both content areas. The percent of 5th grade students meeting and exceeding in all content areas is extremely low. The percent of students meeting typical to high growth decreased in Social Studies.

- The needs we will address are: Increasing the percent of third, fourth, and fifth grade students who are proficient and distinguished in all content areas. Increasing Lexile scores for third and fifth grade students. Increasing the percent of third, fourth, and fifth grade students who are meeting typical to high growth.
- The specific academic needs of students that will be addressed are Measurement, Numbers and Operations in Based Tens and Fractions, Word Problems, Writing, Critical Thinking, and Reading Comprehension.

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

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mathematics and science. From the process, we discovered the following causes for low academic achievement.

- Teacher lack content knowledge in math, ELA, science, and social studies
- Teachers are not implementing effective instructional practices in ELA, math, science, and social studies. This poses a need for professional development in all content areas.
- Teachers are not effectively preparing and planning lessons based on student needs and data.
- Teachers need additional professional development in effectively differentiating instruction based on the individual needs of our students.
- Teachers need comprehensive training on teaching writing explicitly.
- Teachers need support in unpacking the standards in ELA (writing), math, science and social studies. Additionally they need support in determining Depth of Knowledge (DOK) levels.

G. We believe that as we address these causes of low achievement our students will show growth in all academic core areas. Our measurable goals are listed below:

- Increase the percentage of students performing at the proficient and distinguished level on the Georgia Milestones Assessment in all core content areas (Math, English Language Arts, Science, and Social Studies) by 3%.
- Decrease the student achievement gap by 3% between all subgroups in all core content areas (Math, English Language Arts, Science, and Social Studies), in comparison to all students on the Georgia Milestones Assessment on the End of Grade Tests.

2. Schoolwide reform strategies that:

Response:

Harper's staff considered three key questions when determining school-wide reform strategies. They are:

1. How will the strategy positively impact overall student achievement?
2. What measures will we use to determine the effectiveness of the strategies?
3. How will we make changes to our reform strategies if they are not effective?

We have chosen to use the work of the Efficacy Institute, *Self - Directed School Improvement* as a framework for how we should use data and information to improve teaching for every teacher,

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2. Schoolwide reform strategies that:

and learning for every students. While searching for interventions and preventions that will help us meet our students' academic needs and staff's professional development needs as well as help us meet our goals. We believe the following strategies will prove to be effective.

1. Mandate that teachers implement the district's explicit instruction/gradual release of responsibility framework with high levels of fidelity.
2. Require all teachers to use small group instruction and differentiated strategies that are based on a variety of assessments to better meet the needs of all learners.
3. Require all teachers to provide appropriate scaffolding and support during both whole and small group instruction in order to insure that students master the common core curriculum.
4. Require that scoring rubrics and exemplars be used by all content area teachers as instructional tools.
5. Mandate that all teachers integrate technology into their lesson as tools that extend and/or enhance learning.

Two reform strategies we are currently implementing are Explicit Instruction and Differentiated Instruction. We have been implementing these strategies for two years. As a result of our root cause analysis discussions, we found that additional professional learning is needed for our staff.

- Harper Elementary utilizes the district's instructional framework called "Explicit Instruction" as a way of delivering quality instruction. Explicit instruction is systematic, direct, engaging, and success oriented—and has been shown to promote achievement for all students (Archer & Hughes, 2011). Document cameras will be used to enhance the modeling component of the Explicit Instruction Framework.
- Differentiated Instruction is used in order to reach the content goals at Harper Elementary. 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 changes to accommodate student preparedness. In order to address individual student needs the use of math and ELA centers will be used by the way of Lakeshore Learning Hot Dots and Common Core Learning Centers. A growing body of research shows positive results for full implementation of differentiated instruction in mixed-ability classrooms (Rock, Gregg, Ellis, & Gable, 2008).

Georgia Department of Education Title I Schoolwide/School Improvement Plan

2. Schoolwide reform strategies that:

- 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:

We will continue to engage in problem solving and conducting research to identify other school wide reform strategies that will close achievement gaps. Some of these strategies may include building students' readiness for Elementary School, building a culture that uses data and research based teaching strategies which fosters an environment which produces proficient and distinguished learners, provide remediation for students needing additional support in mastering the standard, and using extended time for learning to support the belief that some students need more time to demonstrate mastery of standards. Teachers will use explicit instruction/gradual release of responsibility to build students metacognitive and self-regulatory skills, which have proven to be very successful in helping students learn and master content (Hattie, 2012).

- 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:

We are continuing our study of Douglas Fisher and Nancy Frey's 2014 book entitled "Better Learning: Through Structured Teaching Learning for Teachers." In addition to our research on effective methods and instructional strategies based on work conducted by Anita Archer, we know that providing students with a systematic approach to instruction that is implemented explicitly and providing students with appropriate scaffolding and learning helps prepare students to be better learners. The 10 Teacher Keys Effectiveness System (TKES) standards also provide us with a source of scientifically based research strategies and methodologies. These tools, if used with fidelity, will collectively strengthen our academic program, open opportunities to use instructional time more effectively, and grant struggling and economically disadvantaged student populations more learning support.

One effective method implemented at Harper Elementary School for assessing student's reading level that is based on research is DIBELS. This assessment provides teachers with information

Georgia Department of Education Title I Schoolwide/School Improvement Plan

regarding students' basic literacy skills. It also provides teachers with Lexile scores. We use the data from DIBELS to identify students who might have challenges with reading and understanding complex text often found in science and social studies textbooks.

We go beyond simply making digital tools available to students. Our teachers purposefully infuse technology in the curriculum by planning and preparing for students based on their needs.

We will continue the use of technology to support and enhance a rigorous core curriculum, instructional practices, and content standards. We will ensure learners use technology to create, collaborate, analyze and synthesize information.

In addition, we provide students with opportunities to extend their learning time through intensive instruction during after school hours and summer. Every 4th and 5th grade student at Harper Elementary school was afforded the opportunity to participate in the GMAS Summer School extended program in reading and math during the month of June 2016. This district sponsored program provides additional opportunities for learning and focuses on providing attendees with support for academic growth in math and language arts. This program was offered to students throughout the district showing deficits in reading and math.

- 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:

Student support strategies that are used to address the needs of all students included identifying students who need support by subgroup and by need. Harper Elementary School teachers and administrators closely monitor students' academic performance. We regularly review grades at each grading period to identify at-risk learners. We consistently analyze and use data to help guide instructional decisions. This information is used to design and implement learning supports that will assist our students to get back on track. Targeted populations such as ESOL students and Students with Disabilities are well supported through our continuous re-teaching in small group and remediation. Students in these subgroups are taught by highly-qualified teachers and are held to the same high expectations as our regular student population.

Additionally, our counselor will deliver instruction based on the college and career awareness lessons during guidance groups as well as collaborative planning including agriculture, natural resources, health and science, marketing, and hospitality.

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- 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

The counselor will hold group sessions on the following topics: anger management, finance, conflict resolution, and bullying.

Special Education students have Individualized Education Plans (IEP) that correlate to their grade level curriculum. Student level is also a consideration when writing their IEPs. EL students also have modification plans that allow the students to learn grade level content while learning English. EL and Special Education teachers work collaboratively with general education teachers to support the students and provide differentiated instruction.

Lastly, our school's foundation is built on standards based instruction for each learner. Academic and social supports will continue to be implemented in order to help students achieve academic success.

- 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:

We will determine if the needs have been met through an analysis of formative and summative data, artifacts, analysis of student and teacher work, evaluation of student outcomes such as attendance, grades, discipline, and progress toward goals. Georgia Milestones, DIBELS, classroom grades, classroom assessment, district assessments, Statewide Longitudinal Data System attendance, and discipline referral and outcomes data will be collected and reviewed.



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3. Instruction by highly qualified professional staff

Response:

- Harper Elementary School ensures that teachers are highly qualified by following all district policies and procedures regarding the staff selection and hiring process. According to the Georgia Professional Standards Commissions, teachers serving in Title I districts are required to possess a valid teaching certificate with the satisfactory educator assessment results. Certification status is updated and reviewed annually by Human Resources and building level administrators. Job Fairs are sponsored by Human Resources to attract Highly Qualified (HiQ) teachers:
- All certified teachers are highly qualified based on district and state guidelines.
- Before teachers are hired, Human Resources will verify HiQ status, and then give the Principal authorization for hire.

All paraprofessionals meet the district and state guidelines for classified HiQ status. Human Resources will also verify Paraprofessional HiQ status before hiring.

We verify that our teachers are appropriately credentialed, have a deep understanding of the content they teach, and have been trained in a variety of instructional strategies to aid students in reaching academic proficiency. We assess this by reviewing teaching credentials and transcripts. We also conduct comprehensive teacher interviews to collect additional information about the candidate's qualification to work with Harper's students. Teachers, who are not highly qualified, work closely with their grade level chair, administrators, mentor, and instructional facilitator to remedy deficient areas in order to become highly qualified.

Harper Elementary School develops and maintains policies, procedures, and protocols to ensure a supportive school environment for each teacher through the following:

- Assigns mentors to teachers with three years or less experience to address concerns, provide continuous support and feedback through informal observations and focused Walks.
- Assigns mentors to teachers new to the building to address concerns
- Provides continuous support and feedback through informal observations and focused walks.
- Provides mentors to veteran teachers upon request.
- Schedules formal time for mentors regarding how to effectively serve in their roles.

All new employees will receive on-going mentoring at the school and district levels. Each new employee is assigned a mentor in addition to assistance from the Site Facilitator, model teacher leaders, and administrators.



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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.

Response:

We believe that promoting the continuing education of the faculty and staff promotes lifelong learning. With this in mind, our plan includes multiple avenues of professional development. Opportunities for professional learning will be based on staff self-evaluation, student assessments, and TKES. Teachers will identify areas of proficiency in various research-based instructional strategies and knowledge and then select opportunities that will enhance areas of need. These opportunities will be provided throughout the 2016-2017 school year. In addition to staff development opportunities at the school, all staff members at Harper Elementary School have opportunities at the district's Professional Learning Center (PLC), as well. As permitted, staff members are also encouraged to attend conferences, trainings, and other workshops that enhance a well-rounded educator.

Harper Elementary School aligns professional development with Georgia's academic content and student academic achievement standards. We use data and curricular documents to identify content areas where our students did not perform well. We conduct a document analysis of state curricular to look for gaps. Once the gaps or areas that need improvement have been identified, we broker professional development for our teachers, paraprofessionals, and administrators need.

We also use feedback from classroom observations to determine needed professional development. We know that our teachers need more learning support to better implement the explicit instruction/gradual release of responsibility framework. This school year, we determined that differentiated instruction was an area of concern based on Teacher Keys Effectiveness System (TKES) data. Therefore, differentiated instruction will be an area for professional development. Other areas for professional development will include training in teaching writing explicitly, unpacking the standards in ELA (writing), math, science and social studies, and determining Depth of Knowledge (DOK) levels. Additionally, professional development will be focused on incorporating reading and numeracy strategies across the curriculum and instructional technology. We will continue to provide training regarding data driven instruction to ensure that data is gathered constantly, analyzed, and monitored for the purpose of driving instruction. Furthermore, we mandate that educators participate in any district required professional development.

We will devote sufficient resources to carry out effective professional development activities that are primarily job embedded and address root causes of academic problems. For example, we will devote resources to improve academic achievement for our students we must increase teacher efficacy. This is done through planned, consistent and pervasive professional development during the school day through the support of our instructional site facilitator and after school hours through direct instruction for teachers and staff. To that end, we have dedicated a large



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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.

portion of our Title I funds to professional development including release time, resources, supplies, consultants, and materials to make the opportunities effective.

Many of our trainings will occur on site during half-day collaborative planning sessions. Our teachers, paraprofessionals, administrators will learn from subject-matter experts. Learners will engage in a variety of school improvement professional development activities related to strengthen personnel competencies that are needed to effectively enable all students to meet state academic achievement standards. These activities will address school improvement initiatives, needs identified in the staff evaluation process, or mandated professional learning. We will continue to ensure our *Title I Parent Liaison* participates in all mandatory Title I trainings.

We will also provide opportunities for parents to engage in learning activities. Learning opportunities take place through Saturday Parent Workshops, PTA meetings, Curriculum Nights, and other evening meetings/trainings with parents. We will consultant with the Parent Liaison to provide specific content or subject-matter training to parents. To encourage parent participation in these trainings, Title I funds will be used to provide parent resources and access to technology. To maximize funding, all professional development funds that include Title I, IDEA, Title II, District Professional Learning and other funds will be used to support our training needs.

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

Response:

We will continue to participate in all district staff recruitment and retention efforts. Today, most if not all public school districts are struggling with attracting high-quality highly qualified teachers to high-need schools. Clayton County Public Schools is offering impressive financial incentives to attract 2016-2017 teachers to the district. Additionally, the district is awarding contract signing bonus to teachers who teach in hard-to-fill content areas. While these incentives will certainly close the vacancy gap, all school leaders have the responsibility of ensuring students are taught by highly qualified teachers, inducting new and novice teachers to the school, evaluating teachers to determine their efficacy and effectiveness, and retaining quality teachers.

Harper Elementary School examines its staffing data to determine the educators' credentials. For example, we examine type and level of certification, educational degree earned, number of years of teaching, teaching experience, and area of certification. We use these data to match staff to needs.

We take advantage of technology, social media, word-of-mouth, and communications to share "good news" about Harper. This marketing strategy encourages potential staff candidate, students, and parents to investigate the possibility of becoming a member of the Harper

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Elementary School family. We also implement a variety of recognition and support activities to promote staff retention. Some of these activities are listed below.

- Implementing a New Teacher Mentoring Program
- Conducting Monthly Teacher Recognitions
- Hosting Bi-Weekly Professional Development
- Creating a culture of learning
- Practicing a shared leadership/professional learning community model through regular department and curriculum area meetings
- Facilitating open dialogue between staff and the administrative team
- Creating and expanding avenues for teacher leadership in multiple aspects of the school program
- Conducting Half Day Planning

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

Response:

Harper Elementary will increase parental involvement by providing instructional support for parents and students by providing workshops in the following content areas Reading/ELA (letter recognition, fluency, reading comprehension and writing skills), Math (number identification, missing number and quantity discrimination, and grade level specific content standards and resources for science and social studies.

A. School will involve parents in an organized, ongoing, and timely manner in the planning review, and improvement of the Comprehensive Schoolwide program plan and the school parental involvement policy. Harper Elementary School will schedule Title I Planning Meetings and invite parents of all students, school staff, students, and community members to attend. Harper Elementary School will continuously solicit the input of parents and make efforts to engage homeless parents, as well as those with disabilities. This will be accomplished through surveys, informational meetings, individual meetings in the Parent Resource Center, and from parent or counselor contacts. In addition, evaluation forms at the end of each workshop or meeting will be a way for parents to voice any concerns or requests. Parents are free to provide their names and phone numbers to the administrators or on the evaluations forms. The school administrators will then contact them with further information about their concerns or requests. Harper will do the following:

- All parents were invited (via flyer, marquee, website, and school messenger) to a school-wide plan input meeting on the morning and afternoon of August 27th.
- Each parent was given a form to provide input for the school-wide plan.

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- Each parent was provided an evaluation card to ensure that they had the opportunity to provide input.
 - We will establish a Families Being Involved (FBI) group to increase parental involvement in workshops for all populations.
 - Ensure that all parents are aware that Harper Elementary has a Parent Liaison and Parent Resource Center available to support parents and students.
 - The Parent Liaison will provide new parent orientation, school tours, use of parent portal, and other technology services.
 - Harper Elementary will provide individual academic assessment results during ongoing mandatory school-wide parent/teacher conferences.
 - Instructional support strategies and resources will be recommended to be used at home. Resources will be made available for checkout from the Lending Library in in the Parent Resource Center.
 - The parents will be informed of the school's progress and status through written communication, Title I parent meetings, parent workshops (Super Saturday and afterschool) and parent training sessions. Parents will receive information through the school website, PTA meetings, newsletters, and flyers.
 - The School Improvement Plan will be available to the LEA, parents, and the public through the internet, the school website, newsletters, and hard copies in the Parent Resource Room and front office areas.
 - The process for receiving input for the school compact and policy included multiple meetings in the morning and afternoon in which parents were given the opportunity to give input on grade level compacts.
 - Each parent was given a form to provide input for school compact and policy.
 - Each parent was provided an evaluation card to ensure that they had the opportunity to provide input.
- B. Harper Elementary will update the school parental involvement policy periodically to meet the changing needs of parents and the school and distribute it to the parents of participating children and make the parental involvement plan available to the local community. During the Title I Annual Planning Meeting, Harper Elementary School parents will assist in planning, developing, and approving the school's Title I Schoolwide Program Plan and Budget, as well as parent involvement documents - School-Parent Compact, and Title I Parent Involvement Policy. We will do the following:
- Parents will be involved with updating the School Parent Involvement Policy and Compact.
 - Parents will continually be invited to participate in the Title I and PTA meetings and other planning processes of the school.
- C. We will conduct an annual meeting, at a convenient time, to inform parents about the school's Title I program, the nature of the Title I program, the parents' requirements and the school parental involvement policy, the schoolwide plan, and the school-parent

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compact and encourage and invite all parents of participating children to attend. Parents will be invited to the Title I Annual Parent Meeting through solicitations at Curriculum Night, Title I Parent Meetings, flyers, formal invitations, telephone dial out system, marquee, the school's website, and/or report cards. The Title I Annual Meeting will be held at Harper Elementary School on *September 22, 2016* for the parents of all students. This Annual meeting will be facilitated by the Principal of the school and the Assistant Principal assigned to Title 1.

D. We will offer a flexible number of meetings, such as meetings in the morning or evening, with funds provided under Title I. Additionally, Harper School will hold two Title I Annual Meetings on different days and at different times and have several workshops for parents which will be outlined in the school's 2016-2017 Parent Involvement Calendar of Events. Parents who cannot attend the meetings may schedule an appointment with the Title I Parent Liaison to receive additional information in the parent center.

- Parents will receive a Monthly Parental Involvement Calendar
- Parents will receive academic instructional courses through Harper's Families Being Involved (FBI) Academy.
- Super Saturday will take place in order to allow parents to become knowledgeable about the Georgia Standard of Excellence expectations.
- Curriculum Night is an opportunity for parents and the community to learn about the school curriculum and ways they can help students.
- Harper Elementary will begin the "FBI" Program (Families Being Involved) where parents will learn strategies to increase parental skills and build a connection between home and school.
- Parents are encouraged to participate in the District Strategic Planning Review.
- Parents will receive summer enrichment materials

E. We will provide parents of participating children with timely information about the Title I Program, a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet, and provide opportunities for regular meeting, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child, and respond to any such suggestions as soon as practicably possible, by having a Title I Planning Meeting and an annual parent meeting to receive important information regarding the Title I Program. Student performing below grade level will receive an academic contract to inform parents of their lack of progress. Conferences are also held twice a year, and or by parent/teacher request. In order to help parents better understand the promotion requirements and curriculum, various parent workshops will be provided. Explanations will also be communicated to parents with test scores at parent teacher conferences. The workshops will focus on the core content areas. It is our intention to build positive relationships, assist with developing instructional

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strategies, and to provide resources through the Parent Resource Center. There are many opportunities throughout the school year for our families and community members to become partners in the education of all students. Harper Elementary School offers a parent volunteer program. This is a group of parents, guardians and community members that volunteer their time to the school. The volunteers assist in the media center, parent center, student performances, and other areas as needed. There is a Local School Council that actively participates in a Title I Planning Meeting to review the data, schools goals and objectives and make any necessary decisions that might be necessary in order to improve the schools targeted need. Joining any of these groups helps to create open communication, provides important decision making opportunities, and builds strong partnerships. A minimum of two parent conferences will be required for all students. Teachers will discuss specific assessment results and answer questions concerning the individual student assessment.

- Parents will participate in the School Council. The School Council meets five times a year and consists of teachers, community partners, parents, and the principal or principal's designee. Meetings will be held from 3:00 pm to 4:00 pm.
 - Strategies to increase parental involvement such as English Language classes, academic instructional courses and volunteering
- F. We will jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. Harper Elementary School has developed and annually revises a School-Parent Compact along with parents, student volunteers, and members of the community, and school administration and faculty. All parents and students are invited each year by the school principal to attend the Title I Planning Meeting to provide input in revising the Compact. This School-Parent Compact sets the expectations of each of the parties regarding the responsibilities for the education of student. The compact will be sent home to all families with the students and will be posted on the school's website and in the Parent Center. The Compact will be signed and dated by the teacher, student, and parent(s). The School-Parent Compact will be revisited with parents during conferences and other Title I meetings.
- The school compact will be required of all students, parents, teachers, and the administration. It is a living document that **must** be signed by all stakeholders. A copy **must** be on file for every student.
 - According to Southwest Educational Development Laboratory (2002), when parents talk to their students, expect them to do well, make sure that out-of-school activities are constructive, and help them plan for college; their children perform better in school. Harper Elementary offers a variety of programs that directly impacts student

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achievement. Parents attend workshops at Harper where they learn strategies to help their child at home. Harper Elementary hosts a Parent University where parents receive innovative and practical ideas on how to help their child succeed.

- 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).

G. We will provide assistance to parents of participating children, as appropriate, in the state's academic content standards, the state's student academic achievement standards, the state and local academic assessments including alternate assessments, the requirements of Title I, Part A, how to monitor their child's progress, and how to work with educators. The key method Harper Elementary School will use to provide assistance to parents in understanding the State's academic content standards and assessments is through informational meetings and workshops throughout the school year. Parents also have access to Infinite Campus which can be found on the district's website, www.clayton.k12.ga.us. Infinite Campus is a way parents can view their child's grades immediately after his/her teacher enters them in the grade book. By viewing their children's grades, parents will be able to easily monitor their child's progress in each class.

H. We will provide materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. Harper Elementary School will provide materials and training, such as: literacy training and using technology, as appropriate, to foster parental involvement and help parents work with their child to improve their child's achievement. The Parent Resource Center will provide materials and training to help parents work with their children to improve their child's success. These trainings will be provided by the *Title I Parent Involvement Contact* or *Title I Parent Liaison*, school counselors, school administrators or teachers, external presenters, district personnel, or others. The *Title I Parent Involvement Contact* or *Title I Parent Liaison* will assist parents and serve as liaison between home and school. Parents who are unable to attend trainings or workshops will be able to request materials to be sent home. When practical, interpretation will be provided for our *Spanish (include other languages, if necessary) speaking* families. Please see the Calendar of Events for details of workshops and activities that are planned for parent involvement.

I. We will provide training to educate the teachers, pupil services personnel, principal, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and

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coordinate parent programs, and build ties between parents and the school, by working with parents as equal partners in the educational process to positively impact the academic achievement of the students. The Title I Assistant Principal will offer staff development opportunities for the entire faculty to build the necessary relationships between home and school, while emphasizing the value of parental contributions and parental involvement. We may also ask other CCPS support personnel to assist in presenting strategies for effective parent involvement. Some of the staff development courses that will be offered will include training on Elementary School assessments and curriculum. A staff development will be offered for all teachers to educate them on the importance of effective teacher/parent communication. Teachers will be provided with strategies that can be helpful to them when working with parents. An orientation of the Parent Resource Center will be provided for all staff members to make certain that they are aware of the resources that are offered for parents. A suggestion box will be placed in the parent resource center to gather suggestions and comments from parents to help improve communication and support.

- J. We will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with the public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. The school will help students transition from elementary school to middle school by participating in Universal Day. This will be done through information provided by Harper Elementary School counselors and teachers. Harper Elementary School staff will collaborate with State and other CCPS personnel to provide services for our homeless, and neglected and delinquent. The Title I Parent Liaison and school staff will encourage and support parents during the Elementary School transition periods mentioned above.
- K. We will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand. Thompson will use clear, simple, and parent-friendly language to communicate information related to school and parent programs. Information will be translated into Spanish and other languages when appropriate. In order to maintain contact with the parents, the school will use automated calling systems, school marquee, school website, e-mails, newsletters, flyers, and other means of communication.
- L. We will provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand.

Harper Elementary School will also attempt to accommodate the needs of parents with

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Disabilities, homeless, and neglected and delinquent students, as well as parents with limited English proficiency.

The Parent Resource Center at Harper Elementary School will be established in August 2016. It will offer a variety of learning resources for parents to checkout and utilize at home for extended home learning. The Parent Resource Center will be facilitated by parent volunteers and the Title I Parent Liaison, who is a certified teacher that can provide assistance to parents to gain a better understanding of the educational process, as well as training to help them learn skills to better assist their children academically. To assist our families of children with special needs families we have access to two parent mentors at the district level that are available as a resource. Our families classified as homeless have access to a social worker, school counselors, and the district's Homeless Liaison.

We encourage parents/guardians to become active in the decision making roles of our school. Our Title I Parent Involvement Policy openly states our expectations for parent engagement. Our Calendar of Events outlines the events that will be employed to aide student achievement. Because of our strong beliefs in excellence, we acknowledge the immediate and consistent need for parental involvement.

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:

We will plan activities for assisting preschool children in the transition from early childhood programs. We have also included transition opportunities for students entering middle school or Elementary School and for students entering from private schools including students entering our school throughout the year. Harper Elementary School not only aims to assist the families of our students that are currently enrolled but the families of students that will join our kindergarten team. Upcoming kindergarten students are invited to visit our school. Our *Title I Parent Liaison* will be available throughout the school year to meet with rising kindergarten families and conduct school tours for parents who currently have students enrolled.

Transition into middle school is very important to us as well. Our fifth graders will be given an opportunity at the end of the school year to tour our feeder middle school. Once our students arrive they will be introduced to the administrative team, guidance counselor, resource and support teams. Afterwards, the present fifth graders will be allowed to ask questions. Students will be informed about the curriculum and dress code at this time. Students will also be introduced to various programs offered to middle school students. In addition to these activities the fifth graders have a final walk through the school to say goodbye as well as a Promotion ceremony.

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

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achievement of individual students and the overall instructional program.

Response:

Teachers will use the Statewide Longitudinal Data System (SLDS), Georgia Milestones, DIBELS, formative assessments, and summative assessment data in their decision-making. Harper Elementary School teachers will create common assessments, especially in core academic areas, based on standards. They will administer these assessments and use the data to gather information about the effectiveness of teaching and learning. Students will use the data to set goals and evaluate their progress toward meeting goals. Teachers will be provided with training on goal setting. Teachers are given opportunities to participate in the decision-making process of selecting, implementing, and monitoring site-based academic assessments.

Schoolwide: Staff analyzes the schools' performance on the Georgia Milestones End of Grade assessments at the beginning of the school year. Teachers analyze their students' performance on content area/course common assessments to dictate daily instruction, and on-going classroom and content area/course assessments. This data shows the overall strengths and areas of improvement for Harper. This allows the grade level chair along with the grade level administrator and instructional site facilitator to make adjustments to the pacing guide to address the learning gaps. It also allows the current grade level to make a year-long plan that includes the previous years' deficiencies and current deficiencies. At the end of the school year, all assessment data is used between grade levels in the process of vertical planning.

Individual Classrooms: Each teacher maintains student and course data reports from SLDS the Statewide Longitudinal Data System (SLDS), Georgia Milestones, formative assessments, and summative assessment data. This data helps teachers to plan for effective and differentiated instruction. These assessment tools help teachers to address growth and weaknesses and to monitor the achievement of each student on a regular basis.

To ensure that we are achieving our mission each year, grade level and content area teachers are provided with common planning time to discuss historical and current data trends based on assessments to guide their daily instruction. This common planning time allows teachers to make changes in the instructional calendar for pacing purposes based on results of assessments to ensure success for all students. Harper Elementary School utilizes collaboration, common grade level and content area planning and vertical team alignment of the curriculum to support all learners in accordance with the school's mission and vision.

Title I funds at Harper Elementary School will be utilized to support English Language Arts, Math, Science, and Social Studies with supplemental instructional resources and supplies, afterschool/Saturday tutorial program including transportation for struggling students in the core content areas, instructional software, laptop cart to support instructional technology and content specific professional development for teachers. Title I funds will be utilized to purchase resources (books, brochures, newsletters, instructional materials) and computers for parents to be housed in the parent resource center and stipends for teachers conducting parent workshops/trainings after contracted hours.

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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 effective, timely additional assistance. Using assessment data, especially formative assessment data, teachers will give students timely feedback. Teachers and leaders will use classroom observations and student artifacts to identify learner difficulties. We will use Title I funds to implement appropriate, targeted, and focused remediation, interventions, and preventions to support our student learners.

There are many measures at Harper Elementary School in place to ensure student success. As a part of our Title I school-wide and Comprehensive School Improvement plans, teachers and administrators monitor student success rates within classrooms by looking at the overall passing rates. Teachers monitor students' ability to grasp concepts through daily informal assessments, such as observations, student responses in class, quizzes, and Common Formative Assessments.

Weekly, teachers meet in a collaborative setting to identify and discuss students' academic needs. If a student is struggling, we require an ongoing evaluation of the student. RTI interventions, differentiation of instruction, small group/one-on-one intervention, and opportunities for co-teaching are strategies that also help to ensure that student weaknesses are identified timely. The Response to Intervention Model (RTI) enables our teachers take a more detailed look at instruction while utilizing continuous classroom assessment. The tiered approach in RTI supports students experiencing difficulties while increasing supports. As students move into tier two and three, parental involvement is a key component of the intervention. If students continue to exhibit learning challenges with curriculum a Student Support Team (SST) meeting is called to discuss further evaluation needs.

At Harper Elementary technology is utilized in an effort to offer support and ensure student success. Parents are encouraged to utilize Infinite Campus to view updated grades for all classes. Infinite Campus identifies missing assignments, failing averages, and specific test averages. Students needing intervention for state and county assessments are identified and offered intervention opportunities. Intervention classes are offered in a variety of ways to capture the needs of our students. Students are offered opportunities for remediation afterschool and on Saturdays.

In an effort to provide additional instructional support, Harper Elementary School will utilize Title I funds to provide training on Explicit Instruction, Depth of Knowledge (DOK), writing and Math Solutions. Teachers will participate in a school-wide book study using the book, *Visible Learning for Teachers: Maximize Impact on Learning* by John Hattie. Materials which

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include paper, pencils, copy paper, ink cartridge, composition notebooks, math manipulatives, are among some of the materials the school will purchase using Title I funds. Personnel will include the parent liaison. Teacher salary for afterschool hours will be paid using Title I funds. To support and assist students in Math, Reading, and Writing during and after school using ALEKS (Math-grades 3,4,5); IXL (Math-grades K, 1, 2); USA Test Prep (Math & Reading - grades 3, 4, 5); iReady for the bottom 25% of 3rd, 4th, and 5th) and myOn (K-5)

Teachers and administrators will attend the following conferences to gain additional knowledge and strategies in Math, ELA, Science, and Social Studies :

- NCTM
- ILA
- NCTM
- NSTA

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:

Harper Elementary School coordinates and integrates federal, state, and local services and programs to ensure that our students achieve academic success. We work closely with the Office of Federal Programs to maximize the use of Title I funds and to use them appropriately. We also use various academic department school-based budgets in ways to support teaching and learning. For example, our district pays for an afterschool tutorial program for students at-risk of failing the Georgia Milestones Assessment. The district purchases intervention programs for reading and mathematics for all elementary schools to target the students identified as Beginning Learners.

Additionally, Content Coordinators supply the school with an annual budget and the resources needed to implement the curriculum. We frequently conduct funding gap analyses and reviews our Title I plan to determine how our Title I funds can be spent. This ensures that we do not supplant. The district bears a fixed cost for each school to implement after-school learning support program which helps students prepare for the Georgia Milestones. Because these funds are limited and set aside for a fixed purpose, we use Title I funds to offer additional learning support that are based on students' immediate individual needs.

Because the district participates in the Community Eligibility Program (CEP), all of our students eat meals at no cost to them. We work with the district Nutrition and Technology Departments to ensure that students who qualify for free or reduced meals are identified in our Student Information System.



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Teachers and administrators will attend the following conferences to gain additional knowledge and strategies in Math, ELA, Science, and Social Studies:

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

Response:

The district began the Georgia Milestones score report training by training at least one school administrator and the Instructional Site Facilitators. The three-hour training included a PowerPoint, sample score reports, and a binder to hold data documents. The participants then trained school staff. Following the initial training, the district created a Georgia Milestones parent and student training toolkit that included a PowerPoint, presenters' guide, parent/student documents, and sample score reports along with directives for implementation. Each school leader is responsible for ensuring parents and students are trained on how to read and interpret individual student Georgia Milestones score reports. Our district has ensured that these resources are accessible to non-English speakers. We will continue to conduct these trainings annually. The district, through the Office of Federal Program, also host an annual Georgia Milestones parent conference that includes a session on Georgia Milestones score reporting and interpretation.

Individual student classroom tests and other assessment results will be provided to parents through the mail or sent home. Additionally, we will hold frequent Parent Conferences with parents, students, and staff to review various assessment results and to communicate how data can be interpreted and used. When students' standardized test results are reported, parents will receive the results along with an interpretive guide. Parents are also provided with their child's progress reports every four and one half weeks, and the report card every nine weeks. These grades are also available in the Infinite Campus parent portal.

Harper Elementary School will host various Title I parent meetings and will provide parents with information about their child's progress in school. We will also share with them various strategies they can use at home to help their child(ren) improve.

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

Response:

The Department of Assessment and Accountability for Clayton County Public Schools is responsible for the collection and disaggregating results from our state and national assessments, especially the Georgia Milestones, which is a state mandated test.

Data analysis is a main responsibility for teachers. However, the Instructional Site Facilitator gives guidance to teachers for implementing protocols to be used for reviewing, analyzing, and interpreting data. We administer various formative and summative assessments Edutrax, which is an electronic tool used to collect and disaggregate assessment results. Our teachers disaggregate and discuss student data during our weekly collaboration meetings. Teachers bring data and artifacts of teaching and learning to discuss to the weekly collaborative meetings.

Edutrax is used primarily for local assessment collection and analysis. The State Longitudinal Data System (SLDS) is also utilized. We require teachers, during their collaboration meetings, to review data by "All Students" and subgroups that include English Learner, special education, gifted, race, ethnicity, economically disadvantages, and gender.

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

Response:

The Georgia Department of Education (GaDOE) follows strict and accurate accountability procedures to ensure the reporting of statistically valid and reliable assessment results. The Department of Research, Evaluation, Assessment, and Accountability works with GaDOE to further ensure valid and reliable assessment data and to improve procedures to enhance the process, accordingly.

The summative assessment data utilized in the development of this Title I plan are derived from both state and national assessments that have been validated and administered statewide and nationwide.

The district's Department of Research, Evaluation, Assessment, and Accountability is responsible for developing tools and processes that can be used to analyze and report performance data that meets the decision-making requirements of Clayton County Public Schools' stakeholders, including administrators, teachers, other employees, students, parents, and the general community. The Department fosters the use of data by our staff through the implementation of training and the development of training materials that are shared with us.

14. Provisions for public reporting of disaggregated data.

Response:

The Georgia Department of Education (GaDOE) reports public results of the state assessments

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via its website. We receive aggregated and disaggregated data via the GaDOE portal or the test vendor's portal. Our 2015 Georgia Milestones school summary and student population reports will be posted on the school's website when information is available. Additionally, the Governor's Office of Student Achievement posts aggregated and disaggregated student and school data.

As a result of the Elementary and Secondary Education Act waiver, data are reported via the College and Career Readiness Performance Index. This information is found on GaDOE's website. For stakeholder's convenience, a link to the state's website is available on the school's website.

Lastly, Harper Elementary School will annually publish its state test results aggregated and disaggregated in a flyer that will be distributed to stakeholders. This flyer will also be available for stakeholders in the Media Center, Parent Resource Center, Website, and front office. The results will be available on the website on September 13, 2016. We will also continue to communicate student outcome results to parents and stakeholders at various school and parent meetings throughout the school year.

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 current Title I Schoolwide plan Harper Elementary School is operating under was developed by stakeholders during the 2015-2016 school year. However, the Title I plan is a living document that is frequently monitored and updated to meet changing needs. Meetings to review and give stakeholders the opportunity to provide feedback for the school-wide plan are conducted semi-annually. We amassed a committee comprised of various stakeholders to assist us with developing a school-wide plan that will help improve student achievement. This committee has been engaged in the school-wide Title planning process for one-year. Harper Elementary School uses multiple forms of communication to invite feedback and input on its Title I plan annually. An annual meeting for all stakeholders (parents, students, staff) will be held to discuss data and changes to the SWP, input and feedback will be requested from all participants.

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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 school-wide plan is developed with the involvement of the community and individuals who will carry out the plan including teachers, principals, support personnel, parents and students. Prior to the beginning of the school year, the school's leadership retreat was held. Attending the retreat were the administrative team, grade level chairs, department chairs, and the instructional facilitators. These stakeholders participated in the initial development of this plan. The initial plan was taken back to the school to give staff, parents, and students the opportunity to be involved and provide input in the plan's development. Specifically, parents were invited to attend the Title I School-wide planning meeting through flyers, phone calls, and other forms of advertisements. At the meeting, we collaboratively analyzed all of the current and historical data for Harper Elementary School— both academic and non-academic. All stakeholders had the opportunity to provide verbal feedback and engage in a variety of planning meeting sessions. We strongly encouraged participants to provide input at the planning meetings and through document reviews, parent surveys, and email.

Committee Members

Denise Stevens, Principal

Marques Strickland, Assistant Principal

Malika Gonzales, Assistant Principal

David Smith, K-2 Instructional Site Facilitator

Debra Patrick, 3-5 Instructional Site Facilitator

Nicey Hines Gifted Teacher

Neomia Coleman, Parent Liaison

Robin Woodyard, Counselor

Ange Sanchez, Student

Pedro Rodriguez, Student

Peter Ansah, Parent

Stephanie Pigford, Parent

Elsa Moreno, Parent

Haria Hernandez, Parent

Talisha Rivers, Parent

Tomoka Hunter, Parent

Omular, Oshiyemi, Parent

Telsye Yarbrough, Parent

Shameka Hylar, Parent

Onyek Anthony, Parent

Jermee Jackson, Parent

Inocenta Lares, Parent

Martina Brito, Parent

Eskelly Esquea, Parent

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Beatriz Salazar, Parent
Aleem Luwodoyio, Parent
Christopher Powell, Parent
Quincy Harris, Teacher
Shylo Davis, Parent
Dinah Baldwin, Media Specialist

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

Response:

A copy of Harper's Title I school-wide plan is available to the LEA in the district's Office of Federal Programs at the Clayton County Public School's Central Office. Additional copies of the school-wide plan is available to all stakeholders via the school's website, Media Center, front office, and the Parent Resource Center. The school-wide plan will be discussed at parent meetings including Open House, Curriculum Night, Title I Annual Meeting, and School Council Meetings.

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:

Language translation interpretation services are available for speakers of languages other than English by district's Title III/ESOL department. Translation and/or interpretation of the school's improvement and Title I plan, to the extent feasible, shall be provided in any language, where there is a significant percentage of parents of participating students, whose primary language is a language other than English. To date, our plans will need to be translated in *Spanish*.

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

Response:

The Title I plan is subject to the school improvement provisions of Section 1116 which is to improve the academic achievement of disadvantaged students, and to involve stakeholders in the decision making process. The plan is updated annually with stakeholder input and monitored throughout the year. The school is not identified as Priority or Focus School for the 2016-2017 school year.