



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

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: Unidos Dual Language School	District Name: Clayton County Public Schools	
Principal Name: Moises Payamps	School Year: 2020-2021	
School Mailing Address: 4475 Hendrix Drive, Forest Park, GA 30297		
Telephone: 678-827-7947		
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: 11/16/17	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**

NAME	POSITION/ROLE	Member's Signature
Moises Payamps	Principal	
Dr. Triker Taylor	Sub-committee Chair/Assistant Principal -School-Wide Reform Strategies (Component-2) -Plan for assisting Preschool program (Component 7) -Plan to ensure that results are valid (Component 13) -Provision for reporting disaggregated data (Component 14)	
Maritza Lopez	Sub-Committee Member/ESOL Teacher	
Blaire Grey	ESOL Lead	
Carmen Alicea	DES Lead	
Roger Ruzow	Sub-Committee Member/ Fine Arts Chair	
Denise Sosa	Sub-Committee Member/Chair 2 nd Grade	
Charlesetta Hurt	Counselor-Sub-committee, Chair Strategies to Increase Parental Involvement (Component 6) Transition Plans for Students (Component -How will results be provided to	



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

	<p>parents (Component 11)</p> <p>-Plan developed with involvement of stakeholder (Component 16)</p> <p>-Plan available to parents (Component 17)</p> <p>-Parents are able to speak as a primary Language (Component 18)</p>	
Ada Vasquez	<p>Subcommittee, Co-Chair</p> <p>Parent Involvement Coordinator</p> <p>-Parental Involvement</p>	
Tony McCrear	<p>Sub-Committee Member/PTA President/Parent</p>	
Raquel Bowles	<p>Sub-committee member and Chair of 1st Grade</p>	
Samantha Pinzon-Richardson	<p>Sub-committee member and Chair of 3rd Grade</p>	
Naketa Winfrey	<p>Instructional Site Facilitator – Subcommittee, Chair</p> <p>-Instruction by Highly Qualified Staff (Component-3)</p> <p>-Professional Development (Component-4)</p>	
Noely Cruz	<p>Sub-Committee member and Chair of 4th Grade</p>	

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).
 - A. Unidos Dual Language School (UDLS) implemented a comprehensive needs assessment with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. The needs assessment developed by the Unidos Dual Language School included a variety of stakeholders (teachers, staff, support staff, parents and parent liaison). The aforementioned stakeholders helped by planning and collaborating with one another and presenting ideas that would be of benefit to the School Improvement Program. Involvement took place in a variety of forms inclusive of (1) Brainstorming Sessions, (2) Drafting Sessions, (3) Peer Review Sessions (4) Committee Meetings, (5) Feedback Sessions. We have used the following instruments, procedures, and processes to obtain information for the Needs Assessment:
 - Brainstorming Sessions: Sessions in which individuals and groups brainstormed ideas and strategies.
 - Drafting Sessions: Sessions in which individuals and groups worked to actually draft responses to different components
 - Peer Review Sessions: Sessions in which individuals and groups reviewed the work of peers and committees.
 - Committee Meetings: Meetings that involved various stakeholders to continue to develop responses for a given number of components.
 - Feedback Sessions: Sessions in which individuals and groups reviewed the work of peers and offered feedback for improvement.
 - Courageous Conversations: Group meetings led by our principal, Dr. A. Clifton Myles, to gather parent suggestions and feedback regarding the current status of the school and the school's short-term and long-term goals.
 - Parent and Student Surveys: Formal and informal surveys utilized to gather information on needs from students and parents.
 - B. Each core academic content coordinator collaborated with the department's teachers to analyze its data. DIBELS, district benchmark, iReady, and common assessment data were reviewed by the all students group and various subgroups. Teams of teachers identified potential reasons or causes for areas in which students struggled. In addition, our teachers partnered with stakeholders, our support staff that includes counselors, social workers, administrators, and others to examine student data such as attendance, discipline, retention rate, response to intervention, and placement of students in various support programs. Throughout the process, we reviewed the following data.
 - Student and Teacher Attendance



Georgia Department of Education
Title I Schoolwide/School Improvement Plan

- Retention Rate
- Parental Involvement
- Discipline Infractions
- TKES/LKES Data
- District Benchmark Results
- Individual Education Plans
- 504 Accommodations
- RTI/SST
- GKIDS
- Surveys (Teacher/Student/Parents)
- Georgia Milestone Assessment System (Historical, as available per student)
- DIBELS
- iReady

Unidos Dual Language School is committed to ongoing assessment of the needs of the school. UDLS also utilizes additional activities to facilitate the comprehensive needs assessment including the following:

Parent and Student Entrance Survey – This survey is conducted when the scholar is officially enrolled to provide the school with more information on the student.

(Virtual) Parent Meetings – A parent meeting is held with the parents/guardians and at least one administrator for the purpose of establishing ongoing processes of communication between the parent and UDLS. The parent meeting also provides an opportunity for dialogue, to respond to questions, as well as provides an opportunity to share information regarding the UDLS culture, rules, and procedures. A translator will be present if needed.

(Virtual) Scholar Meetings – This meeting is held with the scholar and at least one administrator or team lead to facilitate communication while also allowing for dialogue, responses to questions, and a detailed explanation of rules and procedures.

- C. Unidos Dual Language 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.
- D. Unidos Dual Language School has reflected current achievement data that will help us understand the subjects and skills in which teaching and learning need to be improved. The data from both teacher generated assessments that correlate with content standards and standardized tests have helped us reach conclusions regarding achievement and other related data.

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

E. We have based our needs assessment on information about all scholars in the school and identified students and groups of students who are not yet achieving to the State Academic content standards and the State student academic achievement standard including:

- Economically disadvantaged students
- Students from middle-class families
- Students from major racial and ethnic groups
- Students with exceptionalities
- Minority students
- Students with limited English proficiency
- Students that live in single-parent household

UDLS has 456 students enrolled, with 170 African Americans (37.2%), 270 Hispanic (59.2%), 6 White (.01%), and 10 Multi-Racial (.02%). During fiscal year 2020 and 2021 UDLS began and continues to institute a model of continuous improvement. The development of the workshop model in each content area began to facilitate our transformation of effective teaching and best practices.

2017-2018	GMAS	ELA	3RD	
	Percent of Beginning	Percent of Developing	Percent of Proficient	Percent of Distinguished
All Students	32	42	19	7
Black	9	14	12	3
Hispanic	23	28	7	4
English Learners	20	20	4	0
Students with Disabilities	9	0	0	1



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

2017-2018	GMAS	ELA	4TH	
	Percent of Beginning	Percent of Developing	Percent of Proficient	Percent of Distinguished
All Students	30	36	29	5
Black	10	11	14	5
Hispanic	18	25	12	0
English Learners	16	18	7	0
Students with Disabilities	7	1	0	0

2017-2018	GMAS	ELA	5TH	
	Percent of Beginning	Percent of Developing	Percent of Proficient	Percent of Distinguished
All Students	24	35	37	4
Black	7	7	20	2
Hispanic	17	26	13	0
English Learners	11	4	0	0
Students with Disabilities	2	4	0	0

2017-2018	GMAS	MATH	3rd Grade	
------------------	-------------	-------------	-----------------------------	--



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

	Percent of Beginning	Percent of Developing	Percent of Proficient	Percent of Distinguished
All Students	12	42	36	9
Black	4	14	15	5
Hispanic	8	28	22	4
English Learners	8	22	14	1
Students with Disabilities	7	3	0	1

2017-2018	GMAS	MATH	4TH Grade	
	Percent of Beginning	Percent of Developing	Percent of Proficient	Percent of Distinguished
All Students	16	38	38	7
Black	7	11	19	3
Hispanic	8	27	16	3
English Learners	8	19	11	3
Students with Disabilities	5	3	0	0

2017-2018	GMAS	MATH	5TH Grade	
------------------	-------------	-------------	-----------------------------	--

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

	Percent of Beginning	Percent of Developing	Percent of Proficient	Percent of Distinguished
All Students	26	35	24	15
Black	7	13	7	9
Hispanic	15	22	13	5
English Learners	7	7	0	0
Students with Disabilities	4	2	0	0

F. The major strengths we found in our program are:

- Data Analysis
- Reading Fluency
- Word Recognition
- Duplicating scientific experiments and drawing conclusions
- Historical Knowledge
- Number Sense
- Small Group Instruction

The major needs we discovered are:

- Critical Thinking Skills
- Writing
- Reading Comprehension (across content)
- Vocabulary
- Real World Application of Science
- Scientific Vocabulary
- Geographic/Economic Understanding

The needs we will address are:

- Cross-Curricular Reading Comprehension (focus on non-fiction)
- Social Studies/Science Connections
- Reading Comprehension/Writing through connections model
- Mathematical application (Place Value) and connections

Georgia Department of Education Title I Schoolwide/School Improvement Plan

The specific academic needs of those students that are to be addressed in the school-wide program plan include:

- **Reading Comprehension:** – Students should be able to recall and discuss what they have read about including main idea, theme, tone, important details, characters, and plot.
- **Writing Skills** – Students should be able to respond to writing prompts using appropriate grammar and writing structure. Students should be able to write in three specific genres: narrative, persuasive, and informational.
- **Number Fluency and Computation** – Students should fully understand place value and how to form a number in various ways. Students should also be fluent with adding, subtracting, multiplying, and dividing numbers that are appropriate at the given grade level.
- **Geographic and Economic Understanding** – Students should fully understand the concepts presented within history with an understanding of how economics and geographic location impact their decisions and their impact on the world.
- **Real World Application of Science and Scientific Vocabulary** – Students should be able to read and comprehend scientific vocabulary in various contexts and apply scientific concepts to real world situations.

The ROOT CAUSES that we discovered for each of the needs were attributed to the following:

- Foundational gaps
- Lack of sufficient authentic practice
- Emphasis on rote memory not understanding
- Lack of sufficient data on individual students
- Language deficits
- Math deficits

G. In order to achieve the goals identified by our stakeholders we have established the academies' *Theory of Change* through establishing various conditional S.M.A.R.T. goals, School Conditional Goals, Teaching and Learning Goals and Scholar Condition Goals. Unidos Goals are as follow for the 2020-2021 academic year:

- 100% of educators at Unidos Dual Language School will engage, embrace and embody the power of collaborative professional learning daily, as measured by the Standard Assessment Inventory in order for every scholar to excel.
- By the end of FY 2021, 100% of teachers will utilize best practices for mathematics and reading with fidelity as indicated by peer observations, evaluations, Standard Assessment Inventory (SAI), discussions and self-evaluation.
- By May of 2021, 15% increase performance on Math and English Language Arts Milestone per year until exceeding district/state levels and consistent with the State standards.

2. Schoolwide reform strategies that:



Georgia Department of Education
Title I Schoolwide/School Improvement Plan

Unidos Dual Language School is committed to addressing the needs of all children in the school. Those who are excelling and especially those who are the furthest away from demonstrating proficiency related to core content and state content/standards including Language Arts, Mathematics, Science, and Social Studies. The entire school community engages in this work by using a variety of research-based strategies, best practices, and interventions that will help meet our students' academic needs and staff's professional development.

After careful consideration of the county's focus on Literacy and Numeracy, Unidos will focus our strategies to increase literacy and numeracy across the curriculum. We have chosen to continue the use of Explicit Instruction and consistent data chats. We will use data and best practices to improve teaching for every teacher, and learning for every student. These strategies include:

1. Mandate that teachers implement the district's explicit instructional/gradual release of responsibility framework with high levels of fidelity.
2. Require all teachers to use a variety of student group methods that are based on a variety of balance assessments to better meet the needs of all learners.
3. Require all teachers to provide appropriate scaffolding and support that help students master a complex and rigorous curriculum while ensuring these supports and scaffolding are gradually removed at appropriate times.
4. Requires that all core content area teachers know how to and use scoring rubrics and exemplars 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 Direct Vocabulary Instruction. We are also implementing the facilitation of Innovative Mathematics Practices in Instruction. We have been implementing Explicit Instruction for five years. We have continued to provide professional development for faculty and improve the implementation of the reading series through explicit instruction.

- 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).

Unidos Dual Language School is dedicated to increasing the amount and quality of learning time by taking a collective and holistic approach to utilizing effective strategies and programs during an extended school day and school year. Teachers will use explicit instruction/gradual release of

Georgia Department of Education
Title I Schoolwide/School Improvement Plan

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).

Our methods are focused on student achievement and performance involving the core content areas including Language Arts, Mathematics, Social Studies, and Science by building a culture that uses data to improve, and uses extended time for learning to support the belief that some students need more time to demonstrate mastery of standards.

- 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.

We follow a Dual Immersion Model at Unidos Dual Language School, and the research on language immersion education has heralded benefits such as academic achievement, language and literacy development in two or more languages, and cognitive skills.

Fully proficient, bilingual children have also been found to exhibit enhanced sensitivity to verbal and non-verbal cues and to show greater attention to their listeners' needs in contrast to monolingual children. Further, bilingual scholars display greater facility in learning additional languages when compared with monolinguals. There are research results that do indicate greater cognitive flexibility and better nonverbal problem-solving abilities among English-proficient language immersion students: "What the Research Says About Immersion" by Tara Williams Fortune.

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 unserved student populations more learning support.

We can implement additional workshops for parents on Saturdays and look for strategies that encourage them to attend. These workshops would teach parents how to help their children, how to study and reinforce skills they need. During the summer we understand that we can better develop the program and begin to organize them now.

- Include strategies to address the needs of all children in the school, but particularly the



Georgia Department of Education Title I Schoolwide/School Improvement Plan

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.

What strategies including **(student support)** or programs will your school use to address the needs of **all students** in the school, but particularly the low-achieving children?
(Flexible Learning Program, Lunch and Learn, Homeroom Instructional Time, Title I)

The teachers at Unidos Dual Language School administer a variety of tests, ongoing formative assessments, common assessments, district benchmarks and unit test to allow teachers and administrators to monitor scholars' academic achievement. The first test serves as a baseline assessment to help guide instruction and every test thereafter will allow the faculty to design learning supports and help direct student learning.

Through this model and method of support, the classroom teachers are the curriculum specialists, and the ESOL/DES/EIP teachers assist them in properly providing support to students in EIP, English Language Learners, and Students with Disabilities. Data conversations are commonplace amongst these collaborative groups, and all data [Georgia Milestone Assessment System (GMAS), ACCESS testing, DIBELS are disaggregated to drive instruction and instructional strategies.

In addition, the counselor provides social support, Multi-Tiered System of Support (MTSS) programming to help guide students socially, emotionally, and behaviorally. MTSS ambassadors are identified and become student leaders in the building. The counselor also works collaboratively with the DES Chairperson in order to help facilitate a supportive environment for students, as well as serving as a member of the Response to Intervention (RTI) committee.

Special Education students have Individualized Educational Plans (IEP) that correlate to their grade level curriculum. Student level is also a consideration when writing their IEPs. English Learner (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 provided differentiated instruction.

- 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



Georgia Department of Education
Title I Schoolwide/School Improvement Plan

improvement plans, if any.

We will determine if such needs have been met, are consistent with, and are designed to implement the state and local improvement plans by using a variety of avenues to collect and organize data for use in school improvement. We will continue to emphasize the importance of student accountability for their own learning in each classroom. Students will complete self-assessments and track their individual progress within each content area. In the classroom, educators will collect data through the use of standardized assessments like MClass, DIBELS, iReady, and IDEL. Through testing in MClass, DIBELS, iReady, and IDEL, data is instantly available for teachers to use for review to guide instruction and assist in differentiation. Teachers will also complete a monthly reading fluency assessment to document student growth. Each unit test for every content area will be completed in Edutrax. Edutrax, which also helps in data management also provides accountability for all schools within the district. Students will utilize computers to complete each assessment and will be given immediate feedback on individual results. For teachers, iReady and Edutrax sorts and classifies data per student to show where they have strengths and weaknesses. With the information from iReady and Edutrax, teachers are able to make necessary changes to improve learning. We will continually disaggregate data from Beginning of the Year Benchmarks, Middle of the Year Benchmarks, and End of the Year Benchmarks. The expectation is for improvement between each Benchmark testing period. Data collected from the completion of GKids and GMAS will also be used to compare growth from previous years.

The school will utilize the Classroom-Focused Improvement Process (C-FIP) Data for each grade level. Weekly meetings will be held amongst content leaders to build and improve lessons through collaboration. In these meetings, educators will use real time and current data for their specific course and/or grade level. C-FIP will assist educators in addressing individual students' needs, bring together data from several assessment sources, and provide for in-class enrichments and interventions that can be redirected frequently. C-FIP data meetings will be held monthly for educators. Teachers will also be given a training by an educational consultant to assist in building and creating better Reading and Writing classroom instruction. The educational consultant will complete an initial focus walk as a pre-assessment. Training will then be given to educators by the educational consultant before modeling in each individual teacher's classroom. A final walk through will be completed to show teacher growth in Reading and Writing classroom instruction. The expectation for Reading and Writing classroom instruction is student growth in achievement from a better quality of instruction.

3. Instruction by highly qualified professional staff

Unidos Dual Language School ensures that teachers are highly qualified by following all Clayton County School 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



Georgia Department of Education Title I Schoolwide/School Improvement Plan

assessment results. Certification status is updated and reviewed annually by Human resources and building level administrators. Unidos Dual Language School has 38 out of 45 Highly Qualified teachers currently. We currently have 33% of our teaching staff that has a Bachelor's Degree, 52% of our teaching staff has a Master's Degree, 6% of our staff has a Specialist Degree, and 9% of our staff members has a Doctorate Degree.

We verify that our teachers are appropriately credentialed. Teachers who are not highly qualified work closely with our Academic Coach, teacher mentors, department leads, and TAPP (Teacher Alternative Preparation Program) program administrators to remedy areas of improvement in order to become highly qualified.

Unidos Dual Language School cultivates and upholds policies, procedures, and protocols to ensure a supportive school environment for each teacher through the following:

- Provide weekly Professional Development opportunities focused on strategy-based practices and instructional strategies that are research based.
- 5x5 walkthroughs: The goal is for the leadership team to perform 5 informal observations daily of 5 teachers for 5 minutes and provide the teachers with immediate feedback.
- Provide continuous support and feedback through informal observations and focus walks.
- Provide mentor teachers and teacher coaches.
- Each new teacher will receive a mentor from within the school.

All new teachers at Unidos Dual Language School will be offered the opportunity to attend new teacher orientation from the Clayton County School District. In addition, a school based New Teacher Mentor Academy, district-level professional development will be available through PD Express.

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.

Professional development at Unidos Dual Language School is designed to address the root causes of the identified needs of students.

(4a) Principals, teachers, support staff, parents, and community partners (as appropriate) participated in the analysis of our school data. We looked at both our GMAS and mCLASS DIBELS and Math data as springboards for driving and identifying what professional development is needed at Unidos. We took the data and saw patterns in student results. We saw that our students were performing poorly in reading, ELA, and math. We conversed over several meetings with stakeholders with the purpose of drawing conclusions and identifying what professional development was needed and could be most effective in our school.

Georgia Department of Education
Title I Schoolwide/School Improvement Plan

In breaking down our data by grade levels and subsections, we came to the conclusion that our school needs to focus on literacy and numeracy, and in these two areas, we concluded that literacy was of the utmost importance. We then identified the main professionals in charge of professional development, delivery of professional development, and actively seeking and encouraging parental involvement. Those identified are the principal, assistant principal, two site facilitators, counselor, Lead EIP Teacher, and ESOL Teacher.

(4b). How do you align your professional development efforts to best support students in meeting the State's academic content and student academic achievement standards?

Unidos Dual Language School includes teachers, principals, and paraprofessionals. In addition, and if appropriate, the school also includes pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs. Examples of professional development activities include: Content based training through CCPS Professional Development Department, SIOP Training, Data Analysis, and Integration Strategies.

4c) What resources have been allocated to carry out professional development activities that address the root causes of lagging student achievement?

Sufficient resources will be allocated to effectively implement professional development activities that address the root causes of academic problems experienced by students at Unidos. The following resources (funds, time, instructional support) have been allocated to ensure the success of all programs and professional development activities at Unidos Dual Language School. Through Title I we have an Academic Coach who will provide consistent professional development to all content teachers with less than 5 years of experience and/or less than 80% of their students are proficient in the grade level test.

(4d) How are you supporting teachers in the area of data driven decision making to inform instruction?

Parent Liaison who is in charge of Title I meetings with the community, Parent Liaison who is in charge of the Parent Learning Center and interpreting all mandatory Title I trainings, and guest instructors who are reading specialists.

We will use the tools/programs below to support us in our endeavor to tie academic needs with our current resources. We will also continuously have data meetings and progress monitoring in order to identify resources needed not currently in the building, the training needed for these resources, and the training needed for those resources that are currently in house such as MyOn and Success Maker.

Imagine It and Reading Wonders - Reader's Workshop (Students with reading challenges; the workshop activities address reading challenges across the curriculum to include Science and Social Studies.)

Writer's Workshop (Based on writing assessments – across the curriculum)



Georgia Department of Education Title I Schoolwide/School Improvement Plan

Math Workshop/Math Connections (General Deficit)

Write to Win

Science Integration

Social Studies Connections

Courageous Conversations

SuccessMaker (Math/Reading Deficits)

Milestone Countdown

Math/ELA Coaches

Working on the Work (WOW) Days

Georgia Teacher Keys

Differentiation Training

Gifted Endorsement Program

Response to Intervention Training

Reading Mastery

Corrective Reading

Number Worlds

National Council for Teachers of Math (NCTM)

National Council for Teachers of English (NCTE)

National Council for Teachers of Social Studies (NCSS)

Math Connections: Math Connections is a series of short, daily activities designed to consistently and effectively focus on number sense and critical thinking in mathematics. Skills include, but are not limited to: place value, strategies for computation, pattern recognition, prediction and extension, mental math, algebraic thinking, and number combinations. These activities build mathematical confidence because they begin with what scholars already know and then extend their thinking to much higher levels. The various components of Math Connections allow for full flexibility in addressing concepts across the strands and are powerful for both intervention and extension.

Math Workshop: The Workshop Model for small group instruction is designed such that the teacher uses a variety of assessment data to form homogeneous groups of students for direct instruction. Students rotate among the teacher and two independent activities, for a total of three rotations during the instructional time frame. The independent activities can include but are not limited to: meaningful math games, math practice, problem solving activities, activities with manipulatives, journal entries, and partner experiences. The rationale for this format is that teachers need to have a clear understanding of the needs of each student and can address those needs in a small group setting that allow for differentiation that are both remedial and extension.

Writing to Win: Teachers attended a conference where they were trained on the Writing To Win Program to increase their performance in writing fluency. This decision was made based on the writing test data from the previous year. The Writing To Win Program allows scholars to work at their level, while following specific criteria determined by the teacher. Scholars are required to



Georgia Department of Education Title I Schoolwide/School Improvement Plan

write in a structured manner that follows a previously modeled mini-lesson with clear expectations. These mini-lessons improve the fluency of writing without a focus on conventions.

Science Integrations: Professional development is provided in preparing teachers to assist scholars in integrated areas of science and language arts. Students are exposed to the language of science, conceptual understanding of real life application, and more hands-on opportunities with scientific procedures.

Social Studies Connections/Workshop: The Workshop Model of small group instruction is designed such that the teacher uses a variety of assessment data to form homogeneous groups of students for direct instruction. Students rotate among the teacher and three independent activities can include but are not limited to: meaningful Social Studies games, vocabulary practice, map skills diagrams, conquest journals, voices of the past role playing, timeline building, political cartoon breakdowns, current event journal writing, and competitive partner experiences. The Social Studies activities are extended to areas of ELA involving the interdisciplinary focus of the teaching and learning process. The rationale for this format is that teachers need to have a clear understanding of the needs of each student and can address those needs in a small group setting that allows for differentiation that are both remedial and extension.

Summer Conferences: Teachers will attend a summer conference with a focus on genre writing.

Courageous Conversations: Courageous conversations are held with parents monthly to discuss the ways that they can assist their scholars.

Success Maker: The Success Maker Program facilitates differentiated instruction to address each individual scholar's needs. This is a computer based program that provides an individualized mathematics and literacy plan for scholars.

Learning Forward Conference: Promotes professional learning that advances educator and student performance. Teachers experience cutting-edge keynotes and general sessions, participate in interactive learning sessions, and form lasting professional relationships.

Milestones Countdown: This professional development activity addresses the planning of instruction prior to administration of the Georgia Milestones. I Coach, will nstructional Site Facilitators will assist teachers in the development of vertical planning with other teachers to ensure that curriculum was being covered.

Math/ELA Coaches: Unidos has recruited math and literacy coaches to assist new teachers with best practices, designing lessons, and implementation of lessons.



Georgia Department of Education Title I Schoolwide/School Improvement Plan

Working on the Work (WOW) Days: WOW is designed as part of professional development. WOW Days allow teachers to vertically plan and work with a math coach to develop a curriculum plan for the next nine weeks, as well as assessments and homework packets.

Georgia Teacher Keys: The Division of Teacher and Leader Effectiveness impacts student achievement by providing programs, resources, and professional development to enhance teacher and leader effectiveness.

Gifted Endorsement Program: Teachers will have the opportunity to enroll in a tuition-paid endorsement program to serve the needs of our gifted population. This program is held by our district office of professional learning.

Differentiation Training: Professional development provided on site for all staff members on how to differentiate lessons based on content, product, and process. This professional development ensures that all scholars are achieving to their highest potential.

Response to Intervention Training: Teachers receive training from the school counselor, psychologist, and Lead EIP Teacher to provide interventions for students as they move through the RTI process.

Arts for Learning: Teachers attend a one-day conference to learn how to utilize specific strategies related to the arts in their classrooms. Arts for Learning programs provide developmentally appropriate, engaging arts experiences for students. All of their professionally developed programs are aligned to Georgia's Standards of Excellence and Georgia's Performance Standards (Common Core Standards). Top-quality, experienced artists come directly to the classroom to model strategies that are culminated in a final arts performance.

SmART StART: Teachers attend a one-day conference to learn about utilizing this program in the Kindergarten classroom. This is an arts-integrated approach to teaching early literacy to kindergarten students. It is Arts for Learning, Woodruff Arts Center's longest running program, offered every academic year since 2002-2003. The smART stART program is delivered by Arts for Learning professional teaching artists through eight-session, in-classroom residencies in music, dance, theater, or visual arts. During the sessions, artists introduce children to an arts discipline by offering engaging activities that connect the art form with crucial reading readiness skills.

Professional development at Unidos Dual Language School is aligned with the State's academic content and student academic achievement standards. All professional development is to ensure that school curricula are aligned to the Georgia Standard of Excellence and GPS standards. Some of the professional development experiences as well as activities for the upcoming school-wide plan include the following:

Professional Development	Standards Addressed
--------------------------	---------------------



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

Reader's Workshop	K-5 ELA Standards – Note Appendices
Writer's Workshop	K-5 ELA Standards – Note Appendices
Math Connections	K-5 Math Standards – Note Appendices
Math Workshop	K-5 Math Standards – Note Appendices
Writing to Win	K-5 ELA Standards – Note Appendices
Courageous Conversations	K-5 ELA Standards, K-8 Math Standards – Note Appendices
SuccessMaker	K-5 ELA Standards, K-5 Math Standards – Note Appendices
Learning Forward	K-5 ELA Standards, K-5 Math Standards – Note Appendices
Milestone Countdown	3-5 ELA Standards, 3-5 Math Standards – Note Appendices
Math/ELA Coaches	K-5 ELA Standards, K-5 Math Standards – Note Appendices
Working on the Work Days	K-5 ELA Standards, K-5 Math Standards – Note Appendices
Gifted Endorsement Program	K-5 ELA Standards, K-5 Math Standards – Note Appendices
RTI	K-5 ELA Standards, K-5 Math Standards – Note Appendices
Differentiation	K-5 ELA Standards, K-5 Math Standards – Note Appendices
Arts for Learning	K-5 ELA Standards – Note Appendices
smART stART	K-5 ELA Standards – Note Appendices

(4c) Sufficient resources will be allocated to effectively implement professional development activities that address the root causes of academic problems experienced by students at Unidos. The following resources (funds, time, instructional support) have been allocated to ensure the success of all programs and professional development activities at Unidos Dual Language School:

Writing to Win: Substitutes were placed into the classrooms for two days so four selected teachers could attend the conference for training (implementation of the Writing to Win Program)

Developmental Reading Assessment: This resource is used to identify scholars' current reading levels and to track growth.

Success Maker Program: Computer-based program used to supplement regular classroom reading instruction in grades K–8. Adaptive lessons are tailored to a student's reading level.



Georgia Department of Education
Title I Schoolwide/School Improvement Plan

SuccessMaker® aims to improve understanding in areas such as phonological awareness, phonics, fluency, vocabulary, comprehension, and concepts of print.

Working on the Work (WOW) Days: Substitute teachers will be utilized during these days to ensure teachers have sufficient time to create a curriculum map, homework packets, and assessment items for the nine-week period.

Gifted Endorsement Program: This resource was utilized to identify and differentiate for our growing gifted population.

Differentiation Training: This professional development series was led to ensure that teachers had the knowledge of how to differentiate content, process, and products in each content area as determined by individual scholar needs.

Response to Intervention Training: The school psychologist facilitates training to ensure that teachers are knowledgeable about Response to Intervention and how to meet the needs of students with difficulties.

Teachers at Unidos Dual Language school will be involved in professional development activities regarding the use of academic assessments. The professional development activities enable teachers to support the achievement of individual students and the overall instructional program at the school. Professional development activities include the following:

Data Discussions: Teachers meet weekly to discuss data on a weekly basis, administrators and support personnel join them bi-weekly. These conversations help the teachers to make informed decisions on how to structure their future lessons and identify areas that need to be retaught or accelerated.

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

Response:

Unidos Dual Language School promotes itself as a leader in the dual language school movement with a focus on Spanish. Unidos is working towards having a teaching staff that is 100% highly qualified. The leadership team collaborates with the Human Resources Department to recruit HQ teachers. Over the course of the summer, the Human Resources Department sponsored job fairs. Through those jobs fairs, Unidos was able to attract HQ teacher for various grades. New teachers to Unidos Dual Language School are assigned a mentor. This mentor is a veteran teacher who guides and assists throughout the school year. New teachers meet monthly for a “Meeting of the Minds” experience to discuss issues or concerns facing them as new teachers. Through teacher discussion, needs are determined and professional development is arranged. On-site and off-site



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

professional development are offered to new teachers in an effort to grow and develop professionally, which ultimately affects student achievement.

Unidos Dual Language School is committed to innovative instruction by effective teachers (professional staff). One of the goals involving educators at Unidos is to employ highly qualified teachers who meet the standards established by the state of Georgia. We currently attract these teachers through the following:

GA TAPP

Listing employment opportunities on the district's website

New Teacher Induction Program

Teach Georgia

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

Response:

Unidos Dual Language School involves parents in the planning, review, and improvement of the comprehensive school-wide program plan. Invitations were sent to parents to attend a Parenting Workshop. Parents were invited to the school for a several workshop sessions. The first session included an overview of the mission and vision and goal attainment. In this session, the following key areas were reviewed

1. Number of Students Attending Unidos
2. Test Dates and Data
3. Focus Groups
4. School Council/PTA
5. Additional academic program/s
6. Teacher Websites
7. Academic Parent Teacher Teams
8. Questions and Answers
9. Georgia Milestone Assessment Focus



Georgia Department of Education Title I Schoolwide/School Improvement Plan

The second session of the workshop focused on Unidos Dual Language School and the implementation of the Parental Involvement Program. This session offered parents a clear overview of the Title I Plan and the significance of parental involvement. Key areas were reviewed and discussed including the following:

1. What is Title I?
2. An overview of the 18 components of Title I
3. The Parental Engagement component was detailed (Parent University)
4. Parent-Teacher-Student Alliance (PTSA)
5. Parent Volunteer Hours
6. ClassDojo
7. Instructional Videos
9. Infinite Campus Parent Access
10. Parental Involvement Liaison
11. Parent Newsletter
12. Questions and Answers

At the conclusion of the workshop, parents volunteered to serve on various committees including Parental Involvement in support of assisting in student achievement and the Unidos mission.

Unidos Dual Language School believes in “family” and wants students’ families to be an integral part of the school’s community. As a starting point, all parents received a positive phone call from their child’s teacher by the end of the third week of school. There is continued communication with the families through newsletters, telephone calls, e-mails, letters, Infinite campus, and via the school and teacher’s websites. Parents of students who are identified as having difficulty with the curriculum receive letters indicating the student’s deficiencies and notifying them of the necessity for a parent-teacher conference. The conference can be in-person or via conference calls to enable a means of communication for parents regardless of their lifestyles.

Weekly newsletters are sent to enable parents and community members to be up-to-date on the latest information and standing of the school. Teachers also update their grades in Infinite Campus and their



Georgia Department of Education Title I Schoolwide/School Improvement Plan

websites' assignments on a weekly basis. Login information for Infinite Campus can be found at the office front desk, on the scholars' mid-quarter progress reports, and the district website.

The PTSA meets monthly to discuss the needs and latest events of the school; concerns and questions are answered at this time. The concerns and questions are shared from this group (PTSA) and addressed by the school.

In addition to the PTSA and after-school tutorial program, parents can get involved with *Discovery* which is a Saturday School Program that offers remediation in mathematics and English Language Arts. The Bio Bus Exploration is for K-5 scholars who seek to make connections between the world and their science experiences.

The faculty and staff of Unidos Dual Language School encourage parental involvement throughout the school year. To increase parental involvement, many activities have been planned to strengthen the connection between home and school. Faculty and staff members continue to encourage parents to join PTSA, attend PTSA meetings, schedule parent conferences, attend community caucus meetings, and become actively involved in their children's education. Parents receive information via memos, flyers, newsletters, email, ClassDojo, and calling post.

Parents have the opportunity to work volunteer hours for the school and are strongly encouraged to become engaged participants in their child's education. Parents are also offered courses through our Parent University. Parents are provided with strategies and tools to help support learning at home. As a team, parents and teachers set goals for their students, individually and as a class.

Unidos Dual Language School hosts Parent Teacher Conferences and round table discussions to provide individual student academic assessment results, including an interpretation of those results. The school will have a Title 1 Parent Meeting to inform parents of the Title 1 Compacts and Parental Involvement Policy. Parents will be asked to sign the policy indicating their partnership. For those parents who are unable to attend the meeting, a message will be posted in the newsletter, and a calling post message will be sent reminding parents to review the policy and return the signature page to the school.

Components of the Parent Involvement Policy include: (1) Strategies to Increase Parental Involvement, (2) Communication Processes, (3) Processes to Communicate Individual Student Assessment Results and Interpretation of Results, (4) Availability of the Unidos Dual Language School Comprehensive School-Wide Program Plan to Parents; LEA; and Public, (5) Parent Involvement Checklist. (*Note Appendices.*)

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

Georgia Department of Education
Title I Schoolwide/School Improvement Plan

elementary school programs or to assist students with the transition to middle school, high school or college.

Response:

Unidos Dual Language School is committed to assisting preschool students in the transition from early childhood programs to our school. Unidos Dual Language School is also committed to transition processes for students entering middle school or high school, students entering from private schools, and students entering our school throughout the school year.

Below are our plans for assisting preschool children in the transition from early childhood programs. Also included are transition plans for students entering middle school, high school, and/or entering the school throughout the school year.

Transitions for Scholars

- Prior to the beginning of the academic year, parents and students of all grade-levels are invited to attend a magnet session for Dual Language Program. This event allows students and parents to visit the school, become acclimated to the environment, and discuss ideas and concerns with Title I staff, teachers, and administrators.
- All grade-levels participate in Culture Week to share in the school-wide culture, rituals, and routines.
- We instill in our students that college is essential in their success as an adult.
 - Each class represents a university.
 - Invite alumni and admissions counselors from different colleges to visit the school and speak to students.
 - Display college artifacts in classrooms and throughout the building.
- Take Scholars to various colleges in the Atlanta metropolitan area.

Early Childhood to Kindergarten Transition

Unidos Dual Language School will offer a “Rising Scholars -Kindergarten Kick-Off”, which occurs prior to the beginning of their Kindergarten year. Prospective Kindergarten Scholars and parents will meet the Kindergarten teacher to discuss expectations, procedures, and the Unidos Culture. Parents and Kindergarten Scholars will also be provided an opportunity to visit the classroom and meet the school administration. Kindergarten Scholars will participate in pre-assessments and Kindergarten readiness activities. In addition, we will offer a summer program entitled “Building On The Basics” to all incoming Kindergarten Scholars. The program provides



Georgia Department of Education Title I Schoolwide/School Improvement Plan

learning opportunities that are based on state academic standards for Kindergarten students and the Unidos Culture. During the “Building On The Basics” Program, students are taught letter and number recognition, given opportunities to engage in social skills buildings, and participate in engaging academic activities. The overall purpose of the program is to assist Kindergarten Scholars in their preparation for the rigor of the Georgia Standards of Excellence and Georgia Performance Standards. During the “Building On The Basics” Program, we will provide an informational brochure that summarizes what children should know prior to entering Kindergarten. The brochure will also include contact information involving services and programs available to preschool children. In addition, upon entering Unidos Dual Language School as a Kindergarten Scholar, the Kindergarten teacher will structure the academic day to facilitate a logical and functional transition for the scholar.

Transition to Middle School

Transitioning into middle school is very important to us. 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 administration, guidance, resources, and support teams. The students 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 music programs. Listed below are the scheduled events for fifth grade transition

1. 5th Grade School Visit – March 2021
2. Middle School - 5th Grade Articulation Night – March 2021

In addition to these activities, the fifth graders will have a final walk through Unidos to say “Farewell” as well as be involved in an Honor’s Ceremony.

Programs/Services that Support Transitions

- *Ambassadors Program:* A group of Scholars are identified as role-models and serve as the welcoming committee and support to new students.
- *Parent Academy:* Parent Academy is offered at least twice a year to support parents in understanding Unidos's Culture.

Special Education Transition Plans: All students with IEPs have transition processes developed based on their needs.

Develop ESOL Transition: Focus is on development of an ESOL Transition Plan to support Unidos Scholars as our population continues to grow and become more diverse.



Georgia Department of Education
Title I Schoolwide/School Improvement Plan

Technology: Videos about the school, website, and electronic newsletters are developed and enhanced.

Communication: The office and front lobby area provide updated information regarding Unidos Dual Language School and information that may assist with transition, including transportation options, childcare, and upcoming events.

- *Engagement:* Mid-Year Mini Culture Week and review events throughout the year support engagement activities.

Additional Transition Activities For The Upcoming Academic Year

- *Transition Activities:* Prospective students and rising Scholars visit Unidos Dual Language School the year prior to enrollment to view expectations for the upcoming year and meet teachers and administrators.
- *College Experiences:* Students participate in college tours to institutions outside of the state of Georgia.

Transition Plans: Development/review of Transition Plans for students (EIP) so new teacher begins academic year with identified strategies used during the previous academic year.

Kindergarten Scholars: Rising Scholars - Kindergarten Kick-Off

Assessments: Entrance Exams/Baseline Data/ Readiness Tests

Awards Day Transition: Ceremony for Scholars acknowledging advancement to a new grade-level.

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

Response:

Teachers are included in decisions regarding use of academic assessments. Through a series of pre-planned network professional learning community meetings, faculty and staff members brainstorm, collaborate, plan, monitor, and implement assessments school-wide. Learning Communities based on grade levels meet weekly to analyze data and assess strengths and weaknesses of individual students. School-created benchmarks are used to determine objectives that have or have not been mastered. These tools are used to differentiate/modify instruction in an effort to meet or exceed our school goals. Teachers also have the autonomy to construct additional assessments to determine a student's area of weakness. The principal will meet with



Georgia Department of Education
Title I Schoolwide/School Improvement Plan

teachers in their learning communities once a week to receive feedback from the teachers regarding the needs of the students and their progress towards reaching our goals.

Title I funds at Unidos Dual Language School will be utilized to support English Language Arts and Math with supplemental instructional resources and supplies. Title I funds will be utilized to purchase a leveled library, and provide extensive professional development in Numeracy and Literacy.

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:

Students at Unidos Dual Language School who experience difficulty mastering standards are provided with effective and timely assistance. The school has identified an identification and implementation structure focusing on students who experience challenges/difficulties. Identification of students includes: 1) ongoing focused observations, review, and identification of students who are experiencing challenges, 2) identification of specific strategies to support intervention, 3) implementation of identified strategies, and 4) assessment of intervention.

Implementation strategies/activities include:

- Tickets Out the Door: Tickets Out the Door involves weekly assessment items that consist of ten questions. The first five are questions related to the newly learned material, while the last five questions are review items. This allows teachers to constantly recycle information throughout the year.
- Small Group Instruction: Small group instruction is a strategy used at Unidos Dual Language School that allows teachers to group scholars based on data. These groups are fluid and may change daily, which allows teachers to constantly adapt their lessons to meet the scholars' needs. For example, the teacher may need to reteach one group a concept, while he/she may further accelerate another.
- Teacher Observations: Teacher observations are conducted by peer teachers to provide feedback on lessons and activities. These also serve as a avenues for teachers to identify new strategies or practices that may become beneficial in their own classroom.



Georgia Department of Education Title I Schoolwide/School Improvement Plan

- Administrative Observations: Observations are conducted by the administration to ensure that teachers are utilizing best practices and are aligning their curriculum and data to ensure success for all scholars.
- Teacher, School, and Benchmark Assessments: Assessments are utilized to track the growth of scholars. Once assessments are given, data are collected to be used in direct instruction.
- Student Self-Assessment and Reflection: Students at Unidos Dual Language School may be asked to reflect on their performance on a particular standard. This helps scholars to take ownership for their own learning.
- ***Imagine It, Reading Wonders***, English Language Arts Reading Program: This program is designed to track the growth of a scholar's literacy skills, with a strong focus on phonemic awareness and fluency.
- Homework Support and Tutoring: At Unidos Dual Language Schools, teachers offer instructional support/homework support through after school tutoring. Involvement in tutoring is by invitation only, so that groups may remain small, allowing for more intense remediation.

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

Unidos Dual Language School manages the federal, state, and local service programs to guarantee that all students succeed. We use different academic department school-based budgets with the purpose of facilitating teaching and learning. The district purchased Imagine It!, Reading Wonders, Successmaker, Reading Mastery, Corrective Reading, Number Worlds, Reading and Math 180 intervention programs for reading and mathematics for schools to target the students identified as needing this support.

Clayton County Schools participate in the Community Eligibility Program (CEP) which provides all of our students with 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.



Georgia Department of Education
Title I Schoolwide/School Improvement Plan

Title I funds at Unidos Dual Language School will be used to support all core subjects with supplemental instructional resources and supplies, Afterschool remediation, transportation services, and specific professional development for teachers. Stipends for professional development will be provided for working after contracted hours and weekends.

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

Individual student standardized assessment results are sent home with a letter to parents explaining how to interpret the results. Teachers also have parent conferences to discuss results. Grades are posted outside of the teachers' door weekly, and parents/guardians can also access test score information using Infinite Campus. Information regarding individual student assessment results/interpretation is also disseminated through various meetings throughout the year among the PTA, parents, other community partners, and business volunteers. Stakeholders can also check the school's website and the Georgia Department of Education website for school results. University Parent Teacher Team Conferences are the way that Unidos Dual Language School builds the relationship between students' families and the school. We find this to be of paramount importance. For three meetings during the school year, the school invites students and their families to attend conferences to analyze data and discuss ways in which parents can assist their scholars at home. Parent University conferences consist of the scholar, the parent, and the teacher. Each parent is provided with a folder of their child's performance indicators. Teachers then provide an in-depth coaching session on how to interpret these data based on overall classroom performance, school benchmarks, and state standards. Parents are provided with strategies and tools to help support learning at home. And together, parents and teachers set goals for their students, individually and as a class.

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

The leadership of Unidos Dual Language School ensures that all state level testing involving administration of tests and collection of data is facilitated according to state guidelines. Additionally, Unidos Dual Language School is committed to a variety of measures of assessment inclusive of formative and summative assessments.

Teachers participate in faculty meetings to discuss processes of student assessment, data collection process, disaggregation of data, and state guidelines involving data collection. Additionally, meetings are designated for review and discussion regarding data analysis, State designations, and notation of specific patterns and trends involving student assessment.

Georgia Department of Education
Title I Schoolwide/School Improvement Plan

Unidos Dual Language School makes provisions for assessment of student results including the following: 1) Formalized standardized data are disaggregated into designated populations, 2) Test data are utilized to inform instruction/intervention in support of student assistance through specified instruction and tutorial services. Additionally, teachers use information from assessment results to plan for the upcoming academic year through notations of patterns and trends from data results.

There are two foundational areas for Unidos Dual Language School involving achievement and assessment results of students. These areas include a Professional Learning Community and the Classroom Focused Improvement Process (CFIP).

Professional Learning Community

The term *professional learning community* describes members of a collegial group who are united in their commitment to an outcome. In the case of education, the commitment would be to student learning. The community engages in a variety of activities including sharing a vision, working and learning collaboratively, visiting and observing other classrooms, and participating in shared decision making. The benefits of professional learning community to educators and students include reduced isolation of teachers, better informed and committed teachers, and academic gains for students. Shirley Hord of the Southwest Educational Development Laboratory indicates that, as an organizational arrangement, the professional learning community is seen as a powerful staff-development approach and a potent strategy for school change and improvement.

Reference: Hord, S. M. (1997). Professional learning communities: What are they and why are they important? <http://www.sedl.org/change/issues/issues61.html>.

Classroom Focused Improvement Process

CFIP is a process, not a plan. As such, it does not prescribe a rigid format, but rather, it is a question-based protocol for data dialogue to be carried out by collaborative teams as they focus on planning their next instructional unit, leaving the daily lesson planning to the creativity of individual teachers.

It is becoming increasingly clear that schools improve because student performance improves, and student performance improves because teachers at the classroom level carefully assess student learning, examine the results of their assessments, implement needed enrichments and interventions for students, consider the implications of assessment results for their future teaching, and adjust their practice accordingly.

The CFIP model is based on both research and best practices and, in many ways, codifies the

Georgia Department of Education Title I Schoolwide/School Improvement Plan

strategies and reflective insights that truly excellent teachers have been using instinctively for years. The six steps in the process, when used by a collaborative team, will favorably impact the most direct determinant of student performance results: the *curriculum*, *instruction*, and *assessment* practices through which the students are taught.

The Classroom-Focused Improvement Process (CFIP) involves the following:

- Uses real time, current data.
- Is specific to each course or grade level.
- Incorporates planning by both collaborative teaching teams and individual teachers.
- Addresses individual students' needs.
- Brings together data from several assessment sources.
- Results in instructional improvements that can be integrated into daily lesson plans.
- Provides for in-class enrichments and interventions that can be re-directed frequently if they are not working.
- Helps teachers perceive the data analysis process as a worthwhile use of their time.
- Values the input of teachers as the most important instructional decision makers.

Unidos Dual Language School is committed to a functional standards-based process involving student achievement and assessment results of studies. Unidos Dual Language encourages open dialogue and established protocols specific to data analysis, teaming inclusive of review of standards and common assessments, and the maintenance of a collaborative school culture involving student achievement and student assessment.

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

The state mandated assessment, Georgia Milestones Assessment, meets reliability and validity requirements, and is therefore considered statistically sound and research-based. Annual results are routinely compared to previous results to identify trends or patterns in the performance data.

14. Provisions for public reporting of disaggregated data.

Response: Unidos Dual Language School is dedicated to sharing information regarding its students and the public reporting of data. Assessment results are communicated through a variety of methods including:

- 1) A monthly newsletter is presented to parents.



Georgia Department of Education
Title I Schoolwide/School Improvement Plan

- 2) PTA and School Council meetings are held wherein assessment data is presented.
- 3) Postings are available on the Georgia Department of Education website.
----- www.doe.k12.ga.us
- 4) Governor's Office of Student Achievement postings of the Annual School Report Cards.
---- www.gaosa.org
- 5) Unidos Dual Language School website
---- <http://198.vlayton.k12.ga.us>

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

The school- wide planning process for Unidos Dual Language School began in the summer of 2020. The school-wide plan was based on the comprehensive needs assessment and with input from teachers, parents, staff and community partners. The engaging process facilitated key components of school-wide planning inclusive of:

- Strategies to increase parental involvement
- School-wide reform strategies
- Strategies to ensure assistance to students experiencing academic challenges
- Instruction by highly qualified teachers
- Strategies to attract and retain highly qualified teachers

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).

Unidos Dual Language Schoolwide plan is developed with the involvement of the community to be served daily with afterschool tutorials, professional learning on Saturdays, Success Maker, (various schools) Professional learning observations. The development and implementation of the school wide plan will be carried out by teachers, principals, school staff, pupil service personnel, parents, and scholars.

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

Response:

The plan will be made available to all parents by:

- Placing the Unidos Dual Language Arts Title I School-Wide Plan on the school website.



Georgia Department of Education
Title I Schoolwide/School Improvement Plan

<ul style="list-style-type: none">• Documenting the updates through the weekly Parent Newsletter (The Courier)• Consistently sharing with LEA, parents and the public during Unidos Dual Language School meetings. These meetings take place during the course of the academic year; progress reports (updates) will be provided to the LEA, parents, and public regarding the School-Wide Plan.• The Unidos Dual Language School-Wide Plan (hard-copy) will be located in the School Office and made available to the LEA, parents, and the public.
<p>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.</p> <p>Unidos Dual Language School is committed to establishing healthy working relationships with all parents of participating students. Currently forty-six percent of our students and parents speak Spanish as their primary language at home and in school. We translate in every form of communication into English and Spanish translation or interpretation of documents, to the extent feasible, shall be provided for any language that a significant percentage of the parents of participating students in the school speak as their primary language. Translated materials will be made available to all parents.</p>
<p>19. Plan is subject to the school improvement provisions of Section 1116.</p> <p>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.</p>