



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

Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

School Name: Worth County Elementary School	
School Mailing Address: 406 W. King St. Sylvester, GA 31791	
LEA Name: Worth County Schools	
LEA Title One Director/Coordinator Name: Christie Foerster	
LEA Title One Director/Coordinator Signature:	Date:
LEA Title One Director/Coordinator Mailing Address: Director of Federal Programs 504 E. Price St. Sylvester, GA 31791	
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SWP/SIP Template Instructions

Notes:

- 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 asterisk (*) denotes 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	POSITION/ROLE
Dr. Todd Deariso	Principal
Steven Rouse	Assistant Principal
Sandi Giddens	Assistant Principal
Marilyn Herring	School Improvement Coordinator
Lisa Bell	Media Specialist
Betty White/Council	Parent Involvement Coordinator
Cindy Bryan	Counselor
Mark Giddens/Council	Handy Andy
Kyle Tomilson/Council	Piggly Wiggly
Chad Pate/Council	5th Grade ELA Teacher
Tatiana Tucker/Council	PTO President
Tracey Ledford	Special Education
Shala Juster	Science Lab Instructor/Science Team
Crissy Turner	3rd Grade ELA Teacher
Julie Hampton	4th Grade Math Teacher
Kara Pylant	5th Grade Math Teacher



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SIP Components

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

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

The Worth County Elementary School Improvement Plan was developed with the individuals who will carry out the comprehensive school-wide initiative. The persons involved were Administrators, Media Specialist, Counselor, School Improvement Coordinator and Instructional Team Leaders.

The ways members were involved in developing the School-wide Improvement Plan was by meeting collaboratively to review and discuss the needs of the school. The members used data from the Needs Assessment Survey and various data reports. Data from the CRCT, STAR READING and STAR MATH, Universal Screening, and Benchmarks was disaggregated by grade level, sub-groups, and content. The teams worked together to identify the strengths and challenges to plan and prioritize instruction, identify at-risk students, and to place students in appropriate intervention programs. Research-based programs were then assessed to

Analyzing data and using the results to foster student achievement is an on-going process at Worth County Elementary School. The Leadership Team meets on a weekly basis to review and analyze current data to see if gains are being made. The School Improvement Coordinator provides weekly, bi-monthly, and monthly staff development meetings with teachers to analyze data from current assessments, benchmark testing, and computer-based programs. Teachers are provided opportunities for professional development in the areas of data analysis, disaggregation of data, and researched-based instructional practices. Teachers also meet by grade level to collaboratively plan together, to look at student work, share instructional strategies, and plan instruction based on findings of data analysis. Worth County Elementary School teachers are also offered professional learning opportunities through Southwest Georgia RESA and Georgia Learning Resource Center (GLRS).

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

Needs Assessment Survey

Worth County Elementary School teachers participate in an annual Needs Assessment Survey to determine professional learning needs. The data from this survey is collected and analyzed by the Leadership Team to determine the needs of professional learning for the upcoming year.



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The School Improvement Coordinator meets with the Instructional Team Leaders to brainstorm and develop a plan to ensure that specific professional learning is offered to all teachers.

CRCT

A comprehensive study of CRCT data is conducted to analyze and disaggregate data to determine strengths and challenges and to prioritize curriculum based on findings. The goal of the comprehensive study is to strengthen core academic programs and to provide supplemental instruction for those students not meeting state standards. Current CRCT results indicate that students are doing better in reading than in math. However, reading skills and vocabulary acquisition are deficit areas for many students. Trend data shows a decline in mastery as students move from grade three to grade five. Current math CRCT results indicate a decrease in the percentage of students meeting state standards in math, especially the Black sub-groups, Students with Disabilities (SWD) sub-group, and Economically Disadvantaged Students (EDS) sub-group.

Data is disaggregated by grade level, classroom, sub-group, and individual students. Leadership and faculty members meet to review and discuss data to analyze the strengths and challenges at the building level. Faculty members meet by grade level to further disaggregate data by domains and individual students. Struggling students are identified and placed in appropriate researched-based intervention programs.

Worth County Elementary provides several intervention programs that impact all grades and provides more time on task for students who are at risk for not meeting the State academic standards. All identified students are provided with additional instruction with highly qualified certified teachers and paraprofessionals. The push-in and pull-out models are used based on student needs. All teachers and paraprofessionals have been trained in computer-based programs, intervention strategies, and direct instruction using scientifically research-based materials. Multiple criteria is used to identify student's needs.

The criteria includes:

- CRCT
- Universal Screening
- Benchmarks
- Title I Reading and Math Criteria (EIP Checklist)
- STAR Reading and Math
- Teacher Recommendation



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Intervention Programs:

Response to Intervention

Response to Intervention (RTI) is a method of academic intervention used to provide early, systematic assistance to children who are having difficulty learning. RTI seeks to prevent academic failure through early intervention, frequent progress monitoring, and increasingly intensive research-based instructional interventions for children who continue to have difficulty. A Universal Screening is used to identify struggling students and they are placed in appropriate intervention programs based on need. Students are progress monitored weekly and bi-weekly to ensure the program is working. If a student is not making adequate gains, the intervention program or frequency is changed.

Sonday System:

The Sonday System 1 is a scientific-researched based multisensory structured phonics, reading, writing, and spelling program that guides beginning reading instruction, reading intervention, and English Language Learners (ELL). The methodology utilizes phonetics and emphasizes visual, auditory and kinesthetic learning styles. Instruction begins by focusing on the structure of language and gradually moves towards reading. The program provides students with immediate feedback and a predictable sequence that integrates reading, writing and spelling. The student is directly taught reading, handwriting and written expression as one logical body of knowledge. Learners move step by step from simple to more complex material in a sequential, logical manner that enables students to master important literacy skills. This comprehensive approach to reading instruction benefits all students.

Other data used for comprehensive needs assessment include:

- Universal Screening is conducted three times during the school year using STAR READING and MATH to identify struggling students and to measure growth
- STAR READING and Math is used throughout the school year to progress monitor students
- Benchmarks are given in all content areas three times during the school year and data is collected and analyzed by administrators and teachers to see if students are on track and making adequate progress
- Accelerated Reading and Math



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

Migrant students are identified through the registration form that the Worth County School System has in place. The school counselor makes contact with family members to determine needs. The migrant students are then referred to the school testing coordinator to be academically evaluated to determine academic needs. Interventions are offered and available to all migrant children through referrals that are generated by teachers, parents, students, and administrators. All migrant students are served under the RTI initiative and receive all interventions that apply and are based on the needs of the student. Migrant children are provided additional support in math and reading through inclusion, differentiation, tutoring, co-teaching strategies, pull-out services, and modifications. Migrant students are tracked throughout the school year by progress monitoring using benchmarks, universal screenings, formative and summative assessments and, if needed, referrals are made to the school Social Worker, or other outside agencies as needed. Migrant students are eligible for program services from age 3 until they, (1) attain a high school diploma or its equivalent, or (2) turn 21.

D. *Response:* We have reflected current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. For example . . .

The School Improvement Coordinator meets with teachers to review and analyze student data and to discuss the needs of the school. Data is disaggregated by individual classrooms, grade levels, sub-groups, and content-area domains of instruction. The data is compared to previous data to determine strengths, challenges, and achievement gaps. All content areas and domains are analyzed and discussed as to challenges and strengths of teachers, individually and collaboratively, and compared to previous data. Teachers are given support from the School Improvement Coordinator and provided with professional learning targeting specific areas of need. Teachers are also provided with opportunities to attend outside professional learning workshops.

Teachers meet weekly and bi-monthly by grade level and content areas to analyze data by specific content areas, domains, and actual test questions missed. All content areas and domains are analyzed to look at strengths and weaknesses of students and teachers. Data is compared to previous years to determine if growth is evident in specific targeted areas. After analyzing the data, teachers meet collaboratively to share ideas and instructional strategies to ensure that students are provided specific instructional based on needs.



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The Black sub-group, Economically Disadvantaged Students (EDS) sub-group, and the Students with Disabilities (SWD) sub-group has been an area of concern with WCES, especially math. The 2011 CRCT scores show that the black sub-group had a decrease of 4% from the 2010 scores in ELA. However, if you look at the data from 2007, the black sub-group shows an increase of 4.5% in ELA in a 5 year span. In Math, the black sub-group shows an increase of 9.8% on the 2011 CRCT scores which is a significant gain. The 2010 CRCT scores reflect a 18.8% achievement gap between the white and black sub-groups. The 2011 CRCT scores reflect a 7% achievement gap between the sub-groups, therefore closing the gap by 11.8%. The SWD sub-group shows an 8.1% increase from the 2010 CRCT scores in ELA and a 7.4% increase in Math. We believe that we have made adequate gains in both sub-groups this past year. The EDS students made gains in math but did not in ELA. Almost 74% of WCES students fall in this category. In ELA, the EDS sub-group shows a 6.5% decrease and a 3.1% increase in math on the 2011 CRCT scores. However, looking at historical data, this sub-group has shown only a 2% increase over the last five years in ELA and a 7.6% decrease in math over the last 5 years

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

- Economically disadvantaged students . . .
- Students from Major racial and ethnic groups . . .
- Students with disabilities . . .
- Students with limited English proficiency . . .

Data is disaggregated and all students that are not meeting State standards are identified and provided with research-based intervention programs based on individual needs. Teachers continue to use formative and summative assessment data to monitor areas of strengths and areas that need improvement. Assessment data provides a basis for the choice of supplemental materials and the instructional strategies to be used. Students that are not being successful receive differentiated instruction in the classroom and if the student is still not making adequate progress, they are referred to the RTI Team for evaluation and possible placement in the RTI Program. Three Universal Screenings and Benchmarks are given during the school year to track students and to ensure that they are making gains.

The RTI Team meets with teachers and parents to review the data and to decide if it would benefit the student to receive additional instruction outside the classroom. Students, under the RTI initiative receives a minimum of two 30 minute segments per week that focuses on specific, targeted areas of weaknesses. However, the frequency, duration, and intensity of interventions are determined based on student needs. Students are progressed monitored



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weekly to ensure that they are on track and the intervention program is working. If the students are not making adequate progress, the frequency of the intervention time is increased, or another program is used. Interventions are fluid and based on specific needs of students.

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

- The major strengths we found in our program were . . .
(Be specific. Example: Not just Reading – Indicate Fluency, Comprehension, etc.)
- The major needs we discovered were . . .
- The needs we will address are . . .
- The specific academic needs of those students that are to be addressed in the schoolwide program plan will be . . .
- The ROOTCAUSE/s that we discovered for each of the needs were . . .
(How did you get in this situation? What are some causes?)

Worth County Elementary School is committed to providing a safe learning environment essential to learning. The administration and teachers are committed to participating in staff development as a mean of improving learning skills and developing innovative instructional strategies to meet the needs of all students. Research-based strategies are used to meet the instructional needs of all students.

We believe that one of our major strengths is the use of research-based programs to inform instruction, provide assessments, and to track student achievement. One of the programs used is Renaissance Place. Renaissance Place is a leading provider of technology-based school improvement and student assessment programs for K-12 schools. Renaissance Place has enhanced our current curriculum by providing the tools for daily formative assessment and periodic progress-monitoring technology, support for differentiated instruction, and individualized practice in reading, writing and math for students. Renaissance Place serves as a valid and reliable assessment student's strengths, weaknesses, growth, and it helps motivate students to read and learn math.

The reports generated with Renaissance Place provides teachers with a wealth of information that can be used for instructional planning, progress monitoring, screening, recommended skills, and specific, targeted interventions. All reports are generated in graph form and provide specific information on student growth, estimated proficiency and mastery of State Standards on the CRCT, and provides valid documentation for teachers and parents.

Renaissance Place is also used for school-wide screening (provision under RTI and given three times per year)) that is used to identify students performing below State Standards and to evaluate where the school is performing as a whole. A comprehensive report identifies students as At/Above Benchmark or Below Benchmark (On Watch, Intervention, Urgent Intervention).



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The RTI Team and teachers meet to discuss the data and to target specific deficits of students falling in the Urgent and Intervention categories. Students falling in the Urgent Intervention category are automatically placed into intervention programs and provided additional instructional outside the classroom. Students falling in the Intervention category receive differentiated instruction and small instruction group in the classroom.

Major weaknesses in this program are the resources and time to provide intensive training for all staff members in how to effectively use all components of Renaissance Place. However, the Technology Director and Media Specialist are collaborating and working together in an effort to provide professional learning for all teachers.

Major concerns in reading include comprehension, main idea, and author's purpose. Most students at WCES are fluent readers, but have problems with other areas. These needs have been addressed in professional development and teachers are providing differentiated instruction, small group instruction, and one-on-one instruction to help struggling students. The students that have been identified as at-risk are receiving additional instruction outside the classroom.

We believe that one of the ROOTCAUSES for weakness in comprehension is the Reading First Program. Worth County School System, grades K-3, used Reading First as their core curriculum for 6 years. Reading First focuses on fluency, vocabulary, phonemic awareness, phonics, and comprehension. However, the assessment used for Reading First is DIBELS, a fluency only assessment. Students were assessed three times a year using DIBELS with the focus on fluency.

Major needs are the three sub-groups addressed in 1(D). WCES is committed to be responsive to each child's individual needs and the focus is always on matching the appropriate intervention to target specific skills based on student needs. Teachers and intervention teachers are provided professional learning on all computer-based programs and how to interpret the data on all assessments used by the school. Teachers use assessment data to monitor student progress to ensure that students are on track and making adequate gain. Teachers meet weekly to discuss student progress and brainstorm ideas to meet the needs of individual students.

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

- To close achievement gaps in all sub-groups
- Implement intervention blocks for all-sub-groups to reduce percentage of students not meeting expectations
- Increase reading/ELA scores in all sub-groups
- Increase math scores in all sub-groups



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*2. Schoolwide reform strategies that are scientifically researched based.

Worth County Elementary School continues to provide a safe, challenging, and structured environment that will lead to the success of all students and to ensure that all students reach full potential. A variety of research-based teaching strategies to address individual learning styles are used. A quality education should consist of a challenging curriculum that provides differentiated instruction to promote a lifelong desire to learn.

The following strategies are utilized to ensure the achievement of our goals:

- Three Universal Screenings are conducted annually using Reading Renaissance data to identify students performing below grade level
- Assessments are employed on an ongoing basis to address the individual needs of students
- Additional remediation and acceleration are provided for at-risk students through additional math and reading intervention
- Computer-based Reading and Math Programs are used to increase reading and math skill
- Intervention teachers target at-risk students and provide differentiated instruction and interventions using Read Naturally, Voyager Reading and Math, and Sonday System. All at-risk students are progress monitored weekly to track progress
- Teacher use small instruction groups for targeting specific skills and using differentiated instruction
- Teachers use progress monitoring to assess students and track progress
- Continuous use of analyzed data to inform instruction
- Intervention teachers use scientifically-researched based resources to provide students with additional instruction
- Teachers monitor student progress in reading by using Benchmark Assessments, Accelerated Reading and Math, Math Flash, Voyager Reading and Math, Read Naturally, and Georgia Online Assessment
- Teachers use Harcourt Math as the core curriculum and pull resources as needed
- Teachers provide standards-based instruction
- A writing block has been implemented and teachers are collaboratively planning and working with students to improve writing skills and writing performance
- Universal Screening for all EL students using WAPT/ACCESS
- Increase in number of Gifted Endorsed Teachers
- Implement "Second Step Program" for students with behavior problems (Counselor).
- The creation of a science lab
- New assessment programs that are computer-based



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*2. Schoolwide reform strategies that are scientifically researched based.

- Computer-based program, English in a Flash, for EL students.
- Additional Instruction provided by certified teachers
- Music added to the curriculum
- Positive Behavior Plan implemented and partnered with Piggly Wiggly, a Partner in Education, to provide incentives and motivation strategies

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

Worth County Elementary School addresses the needs of all children in the school by demonstrating Best Practices in the classroom, providing full inclusion co-teaching classrooms, intervention programs, and more particularly the struggling students by the consistent method of disaggregating data

Worth County Elementary School uses the results of the CRCT, Universal Screening, computer-based programs, benchmarks, and classroom assessments to identify struggling students and to plan effective instruction to meet specific skill deficiencies. All students that fail the CRCT the previous year are automatically placed into interventions and the lowest 16% as identified by Universal Screening and placed in appropriate intervention programs. Weekly and bi-monthly progress monitoring is conducted by using computer-based programs and one-on-one assessments. All interventions provided are targeted, special skills based on student needs.

Worth County Elementary School utilizes full inclusion co-teaching classes for special education students. Co-teaching classes have two highly qualified teachers and a paraprofessional. Thus, giving the students more opportunities for small group and one-on-one instruction. All other students are provided with 75 minute blocks of mathematics and language arts, and 60 minutes of science and social studies, as well as music, art, physical education, and computer lab.



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

B. *Response:* Following (or in our appendices) are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies. . (Cite Research to support selected strategies.)

Scientifically Research-Based Programs used:

Focus Walks

Response to Intervention(RTI)Pyramid of Interventions

Renaissance Place

- STAR Math and Reading
- Accelerated Math and Reading
- Universal Screening

Focus Walks – In order to strengthen and support high quality standards for teaching and learning, Focus Walks are conducted on a regular basis. A "Focus Walk" is when a principal, administrators, or other designated personnel make a five to seven minute visit to every classroom in the school. The team identifies a "focus area" for classroom observation ahead of time, usually by posing a question. Examples of questions include: "Are students authentically engaged?" "Is there evidence of differentiated instructional?" Posing questions first helps the team focus on the key elements one is trying to identify. After completing the "Walk-Through" the team analyzes the information and determines the needs of the staff.

Focus Walks are an effective way of monitoring instruction, to observe instruction, and determine areas for future needs or assistance. Focus Walks may be conducted by an individual or a team. Focus Walk teams are usually made up of administrators, central office personnel, school improvement coordinator, and other designated persons and are conducted several times a year.

Research shows that the most effective schools are the ones where administrators spend time in the classroom. Being in the classroom lets them know what is going on and gives teachers the opportunity to receive help with their instructional efforts. For busy school administrators this is an enormous task—they cannot be in every classroom all the time. Many successful schools use a strategy called "Focus Walk" (America's Choice: NCEE) or "Learning Walk-Through" (Lauren Resnick, The Institute for Learning, 2001).

Response to Intervention – Worth County Elementary School implemented a Universal Screening to systemically evaluate the achievement of all students. All students are screened three times during the school year to identify students that are not meeting state standards. Students not meeting standards are placed into appropriate interventions based on needs. Intervention teachers’ administer further assessments to target specific needs and progress monitor the student on a weekly basis to ensure that the intervention is working. Research notes that targeted, specific instruction is effective for 90% or more students.



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Renaissance Place – Worth County Elementary School uses Renaissance Place for assessment, progress monitoring, Universal Screening, and student achievement. Renaissance Place is an advanced computer-based program that motivates and promotes students to work to their fullest potential. Renaissance Place will:

- Work directly with schools and district administration
- Focus on maximizing academic learning time
- Promote appropriate practice on core objectives
- Monitor teacher and student progress
- Help change the culture of the school
- Build skills needed for college and careers

Research Intro : Promoting Academic Success for All Students

Search Research Library : Multiple schools, Multiple cities, Georgia (GA)

Abstract:

DETAILS: Location: Central and Northern Georgia; Design: Independent, quasi-experimental, peer-reviewed; Sample: 2,287 students at 4 elementary schools; Measures: Georgia Criterion-Referenced Competency Test (CRCT), STAR Reading; Duration: 3 years.

RESULTS: Of the 4 Title I schools in the sample, 2 were located in urban areas and 2 were located in rural areas. One school in each area was either a high or low implementer of Accelerated Reader and Accelerated Math. Results from the CRCT indicated that students in the 2 high-implementing schools outperformed students in the 2 low-implementing comparison schools overall (Effect size, $ES = 0.65$) and in reading ($ES = 0.50$), language arts ($ES = 0.71$), and math ($ES = 0.75$). Researcher observations confirmed that the 2 high-implementation schools engaged in Accelerated Reader best classroom practices and Accelerated Math best classroom practices more often than the 2 low-implementation schools. Teachers in all schools expressed positive attitudes towards Accelerated Math and Accelerated Reader.

PLEASE NOTE: The Summary of two publications: 1) peer-reviewed journal article: Holmes, C. T., Brown, C. L., & Algozzine, B. (2006). Promoting academic success for all students. *Academic Exchange Quarterly*, 10(3), 141-147., and 2) the technical report: Holmes, C. T., & Brown, C. L. (2003). A controlled evaluation of a total school improvement process, School Renaissance (Tech. Rep.). Athens: University of Georgia,

For a copy of the Full Peer-Reviewed Article, email research@renlearn.com.



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Renaissance Place (2002) *Commitment to Scientifically Based Research*. Retrieved from Renaissance Place Website, August 18, 2011.

Monitoring of Instruction

Downey and Frase (2001) identify the many positive aspects for frequent walkthroughs. Worth County Elementary is committed to providing all students with opportunities to be successful. All teachers are provided with professional learning for standards-based classrooms, differentiated instruction, computer-based programs, and the Georgia Performance Frameworks. Administrators and other personnel conduct Focus Walks to gather data to provide teachers with feedback and to determine staff development needs.

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

Response: We will increase the amount and quality of learning time by . . . (Before/After school, summer school, Saturday school, block scheduling)

Under the RTI Initiative, students not meeting academic goals are provided additional instruction based on individual needs. Students receive at least two 30 minute segments per week with a certified teacher. Students are progressed monitored weekly to ensure the intervention is being successful. If the student is not making adequate process, the frequency of intervention time is increased, or a new program is implemented with the student.

The classroom teachers teach in two- man and four- man teams which allows the flexibility to move students into groups where targeted, specific skills are being taught, or may be taught. Teachers collaboratively plan together to analyze data and student work to ensure that students are receiving quality learning time.

Based on funding, Worth County Elementary School offers an additional 20 days for all students not meeting State standards. Students are offered the opportunity to attend Saturday school for 8 weeks from 8:00 am – 12:00 pm. Only high-qualified teachers are used for this program and curriculum is developed based on student needs.



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

Response:

The Leadership Team analyzes and disaggregates school data to ensure that all students not meeting State standards are identified and provided with additional instructional. The Leadership Team collaborates with classroom and special education teachers, and all resource teaches to ensure that specific skill deficiencies are targeted for student success. Identified students are given additional instruction and interventions, and are progress monitored by classroom teachers, intervention teachers, and the Response to Intervention Team (RTI).

The Leadership Team and the School Improvement Team collaborate together with classroom teachers, special education teachers, and intervention teachers to identify students that would benefit from Saturday school. Current data is analyzed and disaggregated to ensure that teachers implement lessons that are targeted for specific skill deficiencies.

The success of these programs is evaluated through enhanced student achievement and observations of teacher performance. All Students who are not meeting the criteria for success are given additional instruction and interventions and progress monitored by the RTI team. They will follow the RTI Tiers of Intervention before being assessed for Special Education Services.

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

The goal of Worth County Elementary School is that all teachers employed in the school meet the federal definition of Highly Qualified teachers. At the present time, all teachers at Worth County Elementary School meet the criteria for being "Highly Qualified." The system Personnel Director and Curriculum Director work with the school principal to determine that the existing teachers and all new hires meet this qualification. Within the school, administrators and the School Improvement Coordinator provide teachers with professional training, yearly goals, mentors and teacher support services to ensure professional growth and support. Staff members are encouraged, and required, to attend professional conferences/workshops, continuing Education College classes, and on-site professional learning classes. Teachers who attend conferences/workshops are required to redeliver the information to other staff during faculty or grade level meetings. For all new or beginning teachers, mentoring programs are in place to guide, support and assist them throughout the next two to three years. Teachers also meet vertically and horizontally with other teams on a weekly basis to collaborate and develop effective teaching methods and strategies.



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

Response:

Worth County Elementary School provides a welcoming, nurturing and supportive working environment for all faculty and staff. Teachers are recruited through job fairs, teaching training programs, and programs at local universities. Efforts are made to retain teachers through a strong professional learning program, supportive staff and administration and the assignment of mentor teachers. All new teachers are assigned a mentor teacher that provides support during the school year. The School Improvement Coordinator works with all new teachers to ensure they have materials and resources needed for instruction, training for all computer-based programs and professional learning on and off campus.

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

Response:

- A. We have included teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs. For example . . . (Be specific)

Worth County Elementary is committed to providing professional learning opportunities for all staff members. The Worth County School System requires that all principals and assistant principals participate in a comprehensive book study each year to address current trends and leadership development. All assistant principals are participating in a book study, Marzano's School Leadership that Works with the Curriculum Director of Worth County and all principals are participating in a workshop, Balanced Leadership, at RESA. All teachers are provided with on-site professional learning and offered opportunities for professional learning at RESA. Teachers meet weekly and monthly to collaborate, to share and discuss student work, to do data analysis, participate in DOE Illuminate sessions, and plan instruction based on findings. All paraprofessionals are included in grade level meetings and across the curriculum meetings. We use both, the pull-out and push-in models for providing students with additional help, and paraprofessionals are provided training in all programs used for interventions and in the classroom. Paraprofessionals are also given the opportunity for on-site professional development by other professionals in the system (for example: last year all paraprofessionals were trained in Microsoft Office – including Excel and power points by the system's Technology Director). Staff development is offered to all personnel at Worth County Elementary.



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

The Leadership team looks at the needs assessment survey, evaluations, school data, and patterns of deficits in data to determine the needs of staff. Staff development needs are prioritized to meet the needs of teachers and paraprofessionals. Professional Learning opportunities offered by RESA and GLRS are reviewed and correlated with teacher needs.

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

All WCES teachers have been provided professional learning with the State's academic content and student achievement standards. Instructional teams have been created in each content area and grade level. Teachers developed curriculum maps that mirror the State standards and use the State's Frameworks for instruction, and all teachers are required to have standards and curriculum maps posted in their classroom, including art, music, physical education, and computer lab. School benchmarks and common assessments are developed with the State's academic content and teachers review data results to target weaknesses and plan instruction based on needs. Data is disaggregated by building level, grade level, classrooms, and by student. Teachers review and discuss the data and domains of the content area are disaggregated to find specific areas of needs. Struggling students are identified and provided researched-based instruction by a certified teacher. Classroom teachers are trained in researched-based strategies and differentiated instruction to meet the needs of all students in the classroom.

Team members from each grade level meet together each week in Professional Learning Teams. Teachers across all grade levels meet monthly in School-Wide Collaboration Teams. The purpose of these cross grade level, or vertical, team meetings is to provide teachers with a deeper understanding of theories and instructional practices.

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

Worth County Elementary School has a full time School Improvement Coordinator and other outside resources to carry out effective professional development. The School Improvement Coordinator provides staff development in all areas of curriculum.

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



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

All teachers are included in the development of academic assessments. The School Improvement Coordinator meets with teachers to analyze school data to determine what the needs are and what type of assessments is needed. Formative and summative assessments are developed based on findings of the needs, units being taught, and curriculum maps.

*5. Strategies to increase parental involvement.

Response:

- A. We have involved parents in the planning, review, and improvement of the comprehensive school-wide program by

Worth County Elementary School involves parents on the School Council in the planning, reviewing, and improving the comprehensive school-wide plan. The Council meets four times during the school year to review data, plan, and make recommendations and suggestions to the school administration.

Opportunities for parental involvement include:

- Open House
- Chorus Concerts
- PTO Meetings
- Honor Programs
- Field Day
- Parent Teacher Conferences
- Family Night

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



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To encourage parent involvement, Worth County Elementary School has full-time Parent Involvement Coordinator and a Parent Teacher Organization (PTO). The Parent Involvement Coordinator provides monthly newsletters for parents, activities, and workshops for parents throughout the school year. The Parent Coordinator works with PTO officers and the school administration to bring parents into the school as volunteers, for meetings, celebrations, and educational activities. In addition, the Parent Coordinator provides a resource room where parents may check-out materials and resources to use at home. The Parent Coordinator maintains a notebook of all activities and documentation of those activities.

The funding source for the Parent Coordinator is Title I funds. As required by Title I, an informational meeting is held once a year ensuring parents are aware of the goals of the Title I program and how these goals are met. Parents are notified that all teachers at Worth County Elementary are highly qualified and that teacher certificates are available in the office to be viewed at any time.

A new district web-site has been created that effectively manages communication between the school, students, parents, and all stakeholders. The website is user friendly and provides information at the system level and each individual school. Teachers are able to create online webpages where they may post assignments, news and photos, and other links they might want to share with parents and students. School Improvement Plans and curriculum maps are also available on each school website.

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

Response:

- A. Following are our plans for assisting preschool children in the transition from early childhood programs. Also included are transition plans for students entering middle school or high school and entering from private schools plus students entering our school throughout the school year . . .



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The leadership team of Worth County Elementary (WCES) works with Worth County Primary School (WCPS) and Worth County Middle School (WCMS) to ensure a smooth transition is made from second grade to third and from fifth grade to sixth. In the spring, WCES invites all second graders to attend "Smooth Moves." The students are allowed to tour the school and visit classrooms and then a general assembly is held to answer any questions the students might have. WCMS also hosts a "Smooth Moves" for all fifth graders. The fifth grade students are bused to the middle school for a program and tour of the school. The program is presented by the administrators, band and chorus, and cheerleaders. Both schools host an open house to welcome all students and parents, and provide opportunities to meet teachers and staff. This also provides parents the opportunity to discuss any concerns or issues they might have.

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

Response:

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

Worth County Elementary School's governance structure is shared decision making. Faculty, staff, parents, and community leaders participate in the decision-making process. All stakeholders are given opportunities for collaboration and shared-decision-making. Teachers meet weekly and bi-monthly by grade-level and content area to discuss student progress and to analyze student work. Teachers then meet across grade level and content area monthly to collaboratively plan, discuss data, and review student work. Teachers are included in decisions regarding the use of assessments in a variety of ways. These include shared decision making through our leadership team, disaggregation of student data including achievement and school profile data, grade level and professional learning meetings, identification and referrals of individual students, class and grade level strengths and weaknesses and modification of instruction through the Response to Intervention Team (RTI) and Student Support Team (SST). Teachers are also involved in developing curriculum maps, writing units, and aligning curriculum with Georgia Performance Standards. Worth County Elementary School uses these components to improve the academic performance of students and to strengthen instruction.



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

Response:

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

As a Title I school, Worth County Elementary receives additional funding to support student achievement and to help meet the diverse needs of students. The students who are not meeting state standards are served through scientifically research-based programs. We coordinate and integrate our services and programs by:

- Providing professional development
- Hiring staff – teachers, paraprofessionals and a Parent Involvement Coordinator
- Early Intervention Program (EIP)
- 20 day extended day funds
- Services for EL/ESOL services
- Purchase of resources and instructional materials

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

Response:

1. Gifted Education
2. Special Education
3. Professional Learning
4. Media
5. Classroom Guidance
6. Business Partners/School Council
7. Parent Involvement Coordinator
8. School Social Worker
9. Hiring additional teachers and paraprofessionals
10. Parent Involvement Activities
11. Purchase of resources, supplies and/or instructional materials
12. Early Intervention Program
13. Title I
14. Title II
15. Title III
16. Title IV



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

Response:

Federal, state, and local funding are used to pay for paraprofessional, certified staff salaries, professional development (RESA), and instructional material and resources.

8(c). Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.

Response:

With a renewed focus on preparing our students for a global workforce, Worth County Elementary School works with the Director of Career Tech Agriculture Education (CTAE) at the high school to plan activities that provides the high school students with an opportunity to interact with the elementary students and apply the skills learned in vocational classes. In coordination with the CTAE Director of the high school, an "AG-Day" is sponsored once a year, and a "Work-Based Learning" Program is in place.

AG-DAY

Ag-Day provides the high school students the opportunity to share their knowledge and skills with the elementary students. High school students prepare work stations where they display charts, posters, visual aids, and crops. As classes rotate from station-to-station, high school students explain the process of farming, from plowing to market. Other stations are set up outside with tractors, farm equipment, and farm animals. This activity gives the elementary students, especially those that live in the city, an opportunity to experience a way of life that many of them will never get the opportunity to see, or experience.

WORK-BASED LEARNING

Work-Based Learning provides high school students with opportunities for instruction in both academic and occupational skills, career exploration, and guidance in identifying employment and educational goals. Students have the opportunity to connect what they learn in school with work-site application to enable a smooth transition into the work force and/or education beyond high school. Under the Work-Based Learning Program, we currently have three students from the high school that assist teachers in our school. Teaching as professional interns, students are able to gain hands-on experience while assisting an early childhood education teacher.



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Teaching as a Profession Mission: To provide high school students with classroom and field experiences that will enable them to make informed decisions regarding careers in education. During their experiences, students will:

- Examine the multiple responsibilities and understand the professional roles of a teacher
- Explore diverse career options in education
- Observe, explore, and utilize effective teaching practices
- Develop an understanding of school structures, operations, and policies

Both activities serve as "real life" learning experiences to the high school and the elementary students. It gives the high school students an opportunity to make application of the skills they have learned, to assist them with their career goals and job opportunities, and it gives the elementary students an opportunity to think about career choices.

Another Program that Worth County Elementary is in partnership with is the Worth County Extension Service (4-H Club). Worth County 4-H works to assist youth in acquiring knowledge, developing life skills and forming attitudes that will enable them to become self-directing, productive and contributing citizens. The Worth County Extension agent meets with all 5th grade classes once a month and creates lesson plans linked to the Georgia Performance Standards (GPS). The GPS covered under the 4-H program are:

- Reading – ELA5R1; ELA5R3
- Writing – ELA5W1; ELA5W2; ELA5W3
- Listening, Speaking, & Viewing – ELA5LSV2
- Health – HE5.1; HE5.2; HE5.3; HE5.5; HE5.6; HE5.7

Worth County 4-H Club focuses on healthy lifestyles offers a variety of experiences for students including business, project work, educational programs, community service, recreation, and social activities. During club meetings, students are given the opportunity to have leadership roles and to participate in community service projects. Some of the projects that 4-H covers are as follows:

- Club of the Month Award
- 4-H Week Poster Contest
- County Project Achievement
- Area Project Achievement Contest
- Bulldog Buck Reward Store
- Canned Food Drive/Community Service
- Pop Tab Collection/Community Service
- Club of the Year Party
- Summer Camp
- Summer Activities



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

Response:

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

Worth County Elementary School is committed to providing effective, timely, and additional assistance that meets the needs of all students. A variety of scientifically-researched based programs are in place to provide activities and assistance to at-risk students who experience difficulty in mastering proficient or advance levels of academic achievement. Students who are below grade level and experiencing difficulty are provided additional instruction in specific targeted skills to meet specific needs. Certified intervention teachers work with students in reading and math, and track their progress by weekly progress monitoring. When students are not showing adequate progress, they are provided with additional instruction and the frequency is increased.

The following strategies are used to identify at-risk students and provide intervention in specific targeted areas:

- Teachers review permanent records, previous test results, Response to Intervention (RTI) folders, CRCT results, and benchmark assessments to determine strengths and weaknesses
- Results are disaggregated to determine and target specific needs
- Teachers maintain class and student profiles to aide in planning instruction and target specific skills
- RTI folders are utilized as needed, with additional instruction and progress monitoring as needed
- Teachers meet to analyze data from Universal Screenings, Math, ELA, and Reading Edusoft Benchmarks Assessments, STAR Reports, Progress Monitoring Reports, and all standardized testing data.
- Teachers create practice test using the Georgia Online Assessment and use the results to inform instruction
- WAPT/ACCESS is used for screening to determine proficiency level for ELL students and appropriate intervention is provided for specific needs
- Guidance Counselor



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

Worth County Elementary School provides a variety of assessments to identify student needs and assessments are given in a timely manner to ensure that struggling students are identified and placed in appropriate interventions as soon as possible. Under the RTI initiative, a school-wide universal screening is given to all students three times a year. All students that are not meeting State standards on the universal screening are re-assessed using assessments that target specific areas of difficulties to ensure intervention teachers focus on areas of weaknesses.

Response to Intervention (RTI) integrates assessment and intervention within a multi-level prevention system to maximize student achievement. RTI eliminates the "wait to fail" situation that occurs in the old special education discrepancy model. The purpose of RTI is to provide early intervention and early identification

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

Response:

A needs assessment survey is given for all teachers at the end of each school year. The Leadership Team reviews and analyzes the data to identify the needs of teachers and appropriate assistance is provided for the identified difficulties. Teachers are provided on-site professional learning by the School Improvement Coordinator, Technology Director, and consultants. Outside resources include RESA and GLRS. All teachers who attend outside training are required to redeliver in grade level meetings.

Specific training Although, teachers meet weekly and bi-monthly, specific training is provided for all teachers in differentiated instruction and all teachers receive appropriate assistance in the help of identifying difficulties and planning instructional strategies to meet those needs. When an area is identified for improvement, research is done to determine how the staff can best be supported in planning instruction for the difficulties identified.

9c). Teacher-parent conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to the student at the school or in the community.

Response:

Parent conferences are held on Early Release Days in the fall and winter of each year to communicate with every parent about their child's achievement and progress toward meeting established grade level benchmarks and common assessments.



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

Response:

All standardized test are sent home in the student's report card with an interpretation of that test. All other assessments including computer-based programs, classroom test, benchmarks, and progress monitoring are sent home in the student agenda. Parents are given opportunities to discuss test scores and other assessments with teachers, or administrators, and if the need is there, scores will be interpreted for them.

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

Response:

All schools in the Worth County School District are required to have data rooms. It is the responsibility of the School Improvement Coordinator to disaggregate all standardized testing and charting it for the data room. All other assessments and benchmarks are disaggregated by teachers with the help of the School Improvement Coordinator. However, many of the computer-based assessments we use, have the capability of disaggregating the data and charting it.

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

Response:

Worth County Elementary School uses disaggregated data from the CRCT, Benchmarks, and Universal Screening. The data that we collect from the CRCT is retrieved from the School Report Card and the AYP Report. The other instruments used are scientifically research-based and data is not only disaggregated by the reports that can be generated, but it is also cross-referenced and compared to other data to look for validity and reliability of the instruments.

13. Provisions for public reporting of disaggregated data.

Response:

The Georgia Department of Education is responsible for the reporting of disaggregated data at the state level and the Worth County Director of Testing would be responsible for the LEA. The Georgia Report Card and the Adequate Yearly Progress (AYP) reports are posted on the Georgia Department of Education website and all information is sent to all school districts electronically



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and by hardcopy. Data is shared with all stakeholders and individual reports are sent home with all students.

Worth County Elementary Schools communicates test data with parents, students, and teachers on an ongoing basis. All teachers are given copies of CRCT data and other assessments and meet in professional learning communities to review and analyze data to plan instruction. Assessment data is shared during staff meetings, School Council meetings, school letters, parent conferences, and local newspapers. Teachers conduct parent conferences to discuss student performance and test data. Test scores and interpretative information is shared with parents. Administrators, Testing Coordinator, and the School Improvement Coordinator are always available to meet with teachers and parents if the need arises.

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

Response:

Worth County School System recommends that the School Improvement Plan be revised on a yearly basis and evaluated three times a year. The Leadership Team meets with all stakeholders to review and discuss the current plan to make recommendations for improvement.

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

Response:

Worth County Elementary school partners with several community businesses under the "Worth County Partners in Education Program." The Worth County Partners in Education (WCPIE) is a program of the Worth County School System/Sylvester-Worth County Chamber of Commerce. A partnership is a voluntary relationship that is formed between an individual, business or organization (community partner) and a school system. These relationships create a support system designed to meet the needs of the school through the resources of the community partners to the benefit of both. All stakeholders involved benefit from this program; school, business, students, teachers, and community. The School Improvement Coordinator is the WCPIE representative from Worth County Elementary School.



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The goals of this partnership are:

- Strengthen Worth County's commitment to education
- Foster relationships between businesses and community groups and or educational systems
- Stimulate academic achievement and life-long learning

Examples of Partnership Activities:

- Volunteer for tutoring, reading or mentoring
- Award good attendance , character, academic or extracurricular achievement with recognition, prizes
- Provide food and refreshments for school events and programs
- Share a special skill with a class
- Speak at Career Day
- Create a mock business in the classroom
- Donate school supplies
- Printing services
- Recognize and thank teachers during appreciation week\
- Host a best practices luncheon where they can discuss challenges they are facing and collaborate to find solutions

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

Response:

The Worth County Elementary School's School Improvement Plan is accessible through the Worth County School Website and a copy of the plan is placed in the front lobby and library of Worth County Elementary School. The Worth County Board of Education also has a copy of the School Improvement Plan.

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

Response:

Teachers and administrators interpret and articulate results using skills that are learned through professional learning and in-house services. They include formal and summative assessments,



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standardized test, benchmark test, common assessments, anecdotal notes, RTI Folders, progress-monitoring data and charts, and teacher created test and projects. They are then articulated to stakeholders by mid-term progress reports, report cards, progress monitoring charts and reports, weekly assessment graphs, and newsletters. All data is also discussed at parent-conferences.

The School Improvement Plan is written in the English Language. However, we do have a language interpreter and sign-language teacher at Worth County Elementary School and access to the websites (WIDA). WIDA translates all languages and provides multiple forms for parents in many languages.

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

Response:

The Worth County Elementary School Plan is written and carried out in compliance of the No Child Left Behind Act (NCLB), Section 1116. Under the NCBL requirements, schools being identified as "Needs Improvement," are required to develop a Title I School-wide Plan, in consultation with parents, school staff, community leaders, the LEA, and submit it for approval by the Local Educational Agency (school system Superintendent and Board of Education).

Worth County Elementary School is committed to developing a comprehensive school plan that incorporates effective instructional strategies based on scientifically research-based programs that will strengthen the core academic subjects and address the specific academic needs that ensure all groups of students will meet the state's proficient level of achievement.