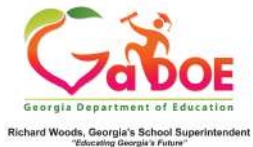


**Georgia Department of Education
Title I Schoolwide/School Improvement Plan**

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: Lee Street Elementary School		District Name: Clayton
Principal Name: Marques Strickland		School Year: 2019-2020
School Mailing Address: 178 Lee Street Jonesboro, Ga 30236		
Telephone: 770-473-2815		
District Title I Director/Coordinator Name: Katrina Thompson		
District Title I Director/Coordinator Mailing Address: 1058 Fifth Avenue, Jonesboro, GA 30236		
Email Address: katrina.thompson@clayton.k12.ga.us		
Telephone: 770-473-2700		
ESEA WAIVER ACCOUNTABILITY STATUS		
(Check all boxes that apply and provide additional information if requested.)		
Priority School <input type="checkbox"/>	Focus School <input type="checkbox"/>	
Title I Alert School <input type="checkbox"/>		
Principal's Signature:		Date:
Title I Director's Signature:		Date:
Superintendent's Signature:		Date:
Revision Date:	Revision Date:	Revision Date:



Georgia Department of Education Title I Schoolwide/School Improvement Plan

SWP Template Instructions

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



Georgia Department of Education Title I Schoolwide/School Improvement Plan

Planning Committee Members

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Marques Strickland		Principal
Felicia Washington		Assistant Principal
Kizzy Oweregbulem		Academic Coach
Chadwick Pressley		Counselor
Reaginia Bryant		Parent Liaison
Deshanna Pratt		K- Chairperson
Ashley Bowen		1 st Chairperson
Shamiya Hicks		2 nd Chairperson
Marie Curtis		3 rd Chairperson
Shana Alexander		4 th Chairperson
Brittnay Alexander		5 th Chairperson
Bree See		Gifted Teacher
Glenda Easterling		EIP Lead Teacher
Kedrah Knowlin		DES Chairperson
Jesica Hall		Specials Chairperson
Tiffany Thompkins		ESOL Chair
Becky Pugh		Media Specialist
		Parent
		Parent
		Parent

Georgia Department of Education Title I Schoolwide/School Improvement Plan

SWP/SIP Components

1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).
 - A. We have developed our school wide plan with the participation of individuals who will carry out the comprehensive school wide/school improvement program plan. Participants met as the school Leadership Team and discussed goals and strategies for the 2019-2020 school year. Next, the Leadership Team shared the proposed goals and strategies with grade level and department teachers, parents, and community. Finally, the Leadership Team met to share the feedback from teachers, staff, parents, and the community and revised the SWP accordingly.
 - B. Each core academic content coordinator collaborated with the department's teachers to analyze its data. Georgia Milestones, DIBELS, district benchmark, and common assessment data were reviewed by the all student groups 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 counselor, social worker, 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:
 - Parent, Teacher, and Student Surveys- used to collect data/input on school effectiveness of programs and ways to better improve the school academic program
 - Georgia Milestone Assessment- state mandated assessment for grades 3-8
 - College and Career Readiness Performance Index (CCRPI)-comprehensive school improvement, accountability, and communication platform for all educational stakeholders
 - State Longitudinal Data System (SLDS)- system designed to help districts, schools, and teachers make informed decisions to improve student learning
 - Student Attendance data- data tracked in the district's student information system
 - Teacher Attendance- data tracked in the district's employee information system/school climate data
 - Teacher Retention Rate- data use to determine whether teacher/staff attendance is positively or negatively impacting student achievement
 - Parental Involvement/Engagement- Parents working with teachers, parent liaison, and administrators to improve the overall academic success of the school
 - Discipline Data-Out of School and behavior intervention data tracked through the district's student information system

Georgia Department of Education Title I Schoolwide/School Improvement Plan

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).
- DIBELS- Dynamic Indicators of Basic Early Literacy System- an integrated screening, progress monitoring, and diagnostic assessment system that helps determine children's understanding of reading skills and concepts in grades K-3
 - I-Ready ELA/ math- an integrated screening, progress monitoring, and diagnostic assessment system that helps determine children's understanding of reading and mathematical skills and concepts in grades K-5th.
 - GKIDS- Georgia Kindergarten Inventory of Developing Skills- year-long performance-based assessment aligned to the state mandated content standards
 - Access Test- state assessment for English language learners
 - Georgia Alternative Assessment- state assessment for students with disabilities that are unable to participate in assessments given to the general school population, even when accommodations, and modifications are made.
 - Collaborative Planning- Teachers planning for instruction using various state and district resources to improve student achievement
 - Teacher Keys Effectiveness System- state teacher evaluation system designed for building teacher effectiveness
 - Illuminate-Instructional management program used by schools to analyze student data
 - Special Education Individual Education Plans- individualized educational plans for students who have been identified as needing accommodations and modifications to support them academically and/or behaviorally
 - 504 Plan- individualized plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment.
- C. Lee Street Elementary School does not have a migrant student population at this time. In the event the school gains a migrant population, the school will follow district, state, and federal guidelines to ensure that these students are afforded the same opportunities as all other students. We will diagnose their needs, create and maintain a profile based on the needs assessment, plan engaging instruction, teach GA Common Core Performance Standards, assess for mastery, reteach with appropriate interventions/RTI and administer summative assessments to determine if mastery is achieved or further intervention is required. All parents or guardians enrolling a child in the school will receive a survey that determines whether or not the child will be identified as migrant. The original form is sent to the Office of Federal Programs to be forwarded to the GaDOE-Migrant ABAC Office. A copy of the completed survey is maintained in the student's cumulative folder.

Georgia Department of Education Title I Schoolwide/School Improvement Plan

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D. We have reflected on current achievement data that will help the school understand the subjects and skills in which teaching and learning needs to be improved. We have also reviewed data for Writing, Math, Science, English, and Social Studies. Although our teachers work continuously to extend student learning in a way that each child gains a deeper understanding of the content, there continues to be additional room for growth in English Language Arts, Math, Science and Social Studies.

The charts listed below shows the DIBELS (Dynamic Indicators of Basic Early Literacy) and I-Ready Reading and Math. DIBELS reflect those students in Kindergarten through Third Grade.

DIBELS Percentage													
School Year	Grade Level	BOY				MOY				EOY			
		Intensive	Strategic	Benchmark	Above	Intensive	Strategic	Benchmark	Above	Intensive	Strategic	Benchmark	Above
2018-2019	Kindergarten	43%	19%	14%	24%	23%	20%	22%	35%	16%	16%	27%	41%
	First	34%	14%	15%	37%	35%	11%	14%	40%	36%	11%	15%	38%
2019-2020	Kindergarten	62%	13%	19%	6%								
	First	81%	6%	2%	11%								

DIBELS Summary

DIBELS Weaknesses

Kindergarten

- Word Reading Fluency
- Letter Sounds (NWF-CLS)
- Decoding (NWF-WRC)
- Phonemic Awareness

First Grade

- Letter Names (LNF)
- Decoding (NWF-WRC)
- Reading Accuracy (LRF-Accu)



Georgia Department of Education
Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Georgia Department of Education Title I Schoolwide/School Improvement Plan

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iReady Reading Data										
School Year		BOY			MOY			EOY		
	Grade Level	2/more Levels Below Tier 3	Level Below Tier 2	On/Above Level Tier 1	2/more Levels Below Tier 3	Level Below Tier 2	On/Above Level Tier 1	2/more Levels Below Tier 3	Level Below Tier 2	On/Above Level Tier 1
2018-19	Kindergarten	-	-	-	-	-	-	-	-	-
	First	-	-	-	-	-	-	-	-	-
	Second	3%	40%	57%	27%	51%	22%	12%	55%	34%
	Third	21%	36%	43%	35%	25%	40%	33%	26%	41%
	Fourth	39%	18%	43%	48%	40%	11%	44%	36%	21%
	Fifth	42%	32%	26%	63%	23%	14%	51%	29%	20%
2019-20	Kindergarten	-	-	-	-	-	-	-	-	-
	First	-	-	-	-	-	-	-	-	-
	Second	38%	41%	21%	-	-	-	-	-	-
	Third	43%	33%	23%	-	-	-	-	-	-
	Fourth	56%	36%	8%	-	-	-	-	-	-
	Fifth	78%	11%	11%	-	-	-	-	-	-

iReady Math Data										
School Year		BOY			MOY			EOY		
	Grade Level	2/more Levels Below Tier 3	Level Below Tier 2	On/Above Level Tier 1	2/more Levels Below Tier 3	Level Below Tier 2	On/Above Level Tier 1	2/more Levels Below Tier 3	Level Below Tier 2	On/Above Level Tier 1
2018-19	Kindergarten	-	93%	7%	-	63%	38%	-	30%	70%
	First	27%	71%	2%	6%	76%	18%	4%	60%	36%
	Second	43%	56%	1%	21%	67%	12%	8%	55%	37%
	Third	50%	45%	5%	26%	53%	20%	17%	46%	37%
	Fourth	58%	30%	12%	38%	36%	27%	36%	21%	43%
	Fifth	55%	34%	11%	36%	42%	22%	33%	40%	28%
2019-20	Kindergarten	-	96%	4%	-	-	-	-	-	-
	First	20%	76%	4%	-	-	-	-	-	-
	Second	40%	59%	1%	-	-	-	-	-	-
	Third	51%	43%	6%	-	-	-	-	-	-
	Fourth	58%	35%	7%	-	-	-	-	-	-
	Fifth	57%	33%	10%	-	-	-	-	-	-

Georgia Department of Education Title I Schoolwide/School Improvement Plan

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).

I-Ready Reading and Math Summary

Math Weaknesses

Second Grade

- Numbers and Operations
- Measurements

Third Grade

- Algebra and Algebraic Thinking
- Measurement

Fourth Grade

- Numbers and Operations
- Geometry
- Measurement

Fifth Grade

- Measurement
- Geometry

Reading Weaknesses

Second Grade

- Phonics
- Comprehension

Third Grade

- Phonics
- Comprehension

Fourth Grade

- Numbers and Operations
- Geometry
- Measurement

Fifth Grade

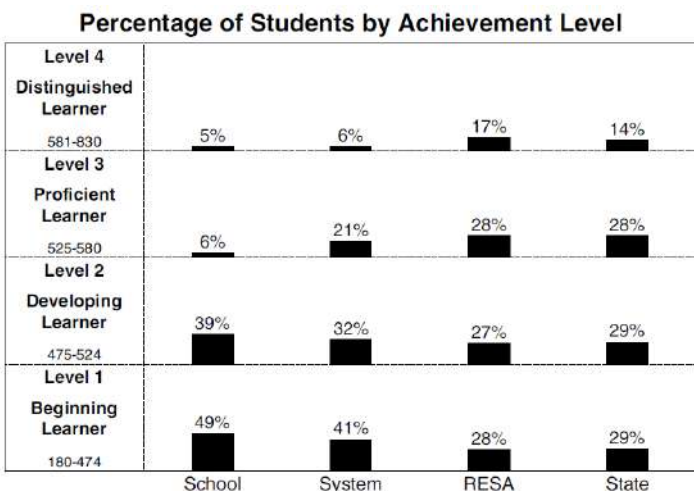
- Measurement
- Geometry

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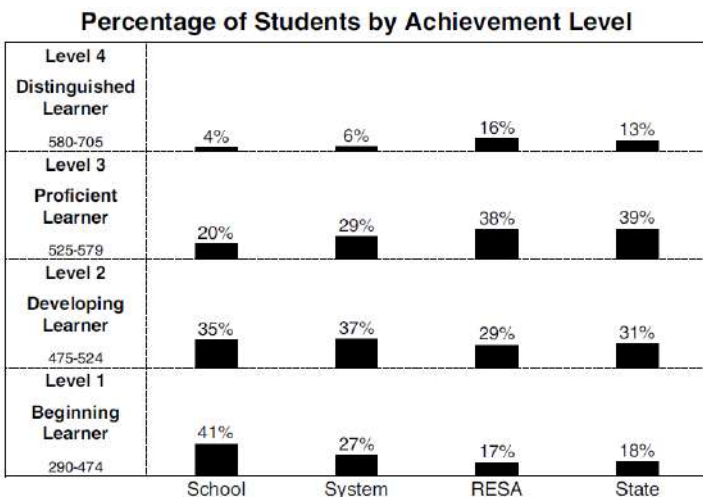
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2018-2019 GMAS Data

3rd Grade ELA



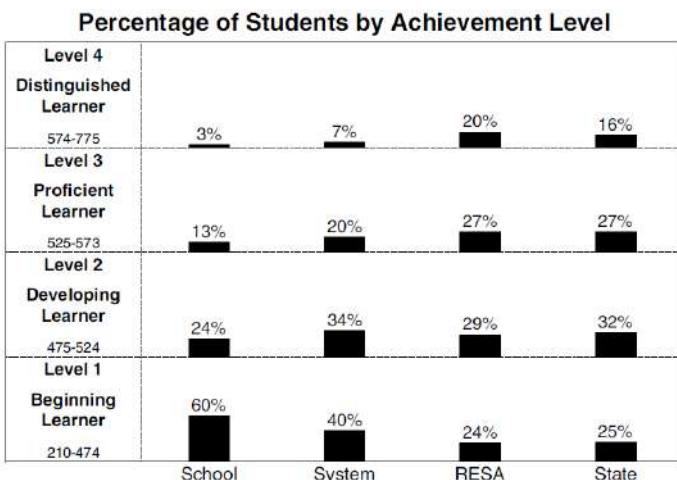
3rd Grade Math



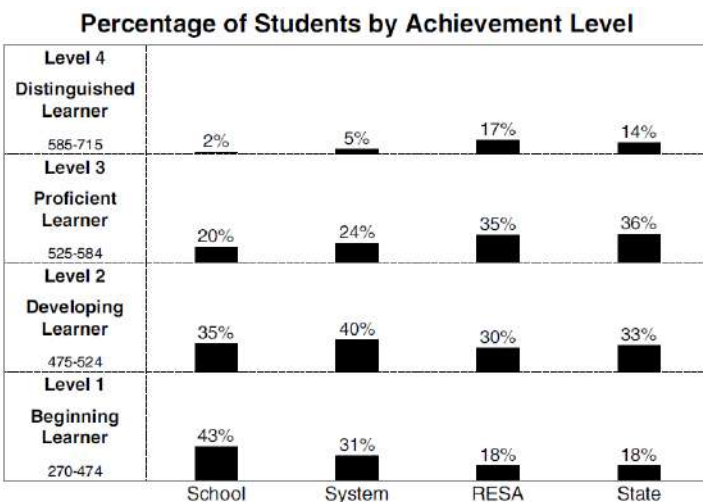
Georgia Department of Education Title I Schoolwide/School Improvement Plan

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4th Grade ELA



4th Grade Math



5th Grade ELA

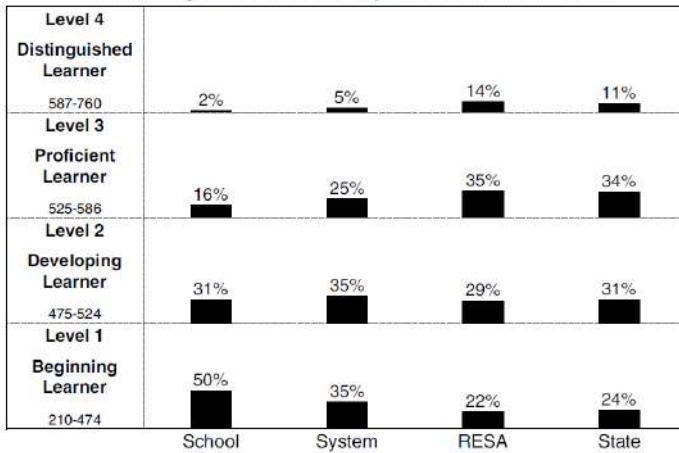


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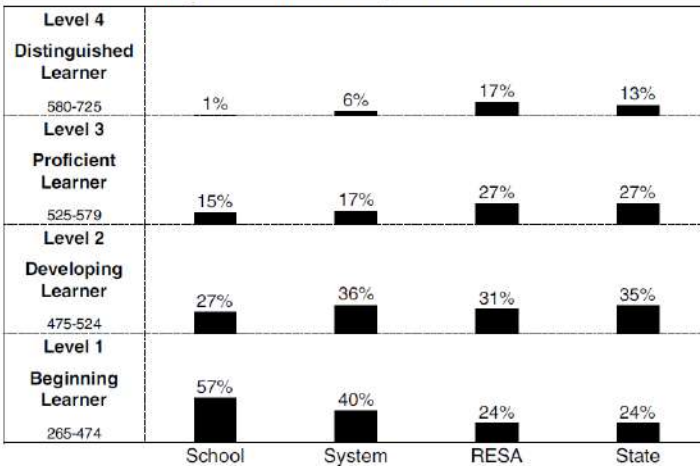
1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic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

Percentage of Students by Achievement Level



5th Grade Math

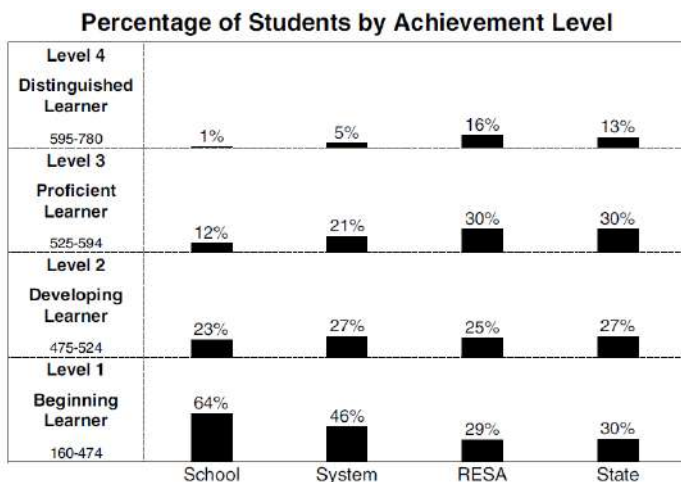
Percentage of Students by Achievement Level



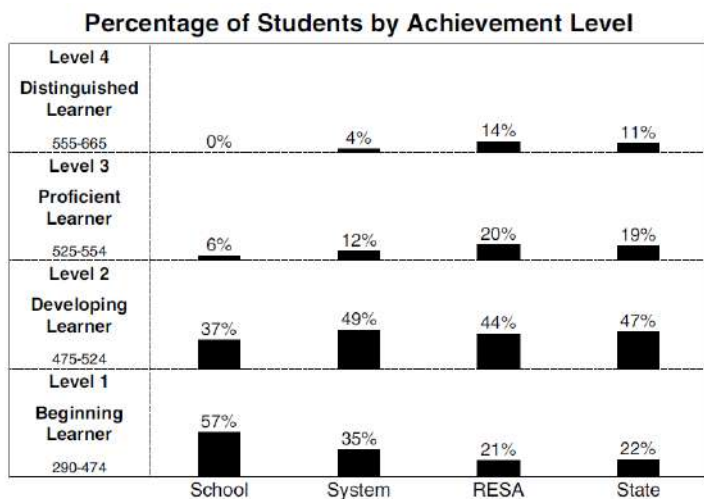
Georgia Department of Education Title I Schoolwide/School Improvement Plan

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5th Grade Science



5th Grade Social Studies



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GMAS Summary of English, Math, Science, Social Studies

- In grades 3-5 for ELA 53% were beginning learners, 31% developing, 11% proficient, and 4% distinguished.
- In grades 3-5 for math 47% were beginning learners, 32% were developing, 19% proficient, and 2% distinguished.
- In Science 64% beginning learners, 23% developing, 12% proficient, and 1% distinguished.
- In Social Studies, 57% were beginning learners, 37% developing, 6% proficient, and 1% distinguished.

The following data charts were generated from 2019 GMAS data in SLDS of students in grades 3rd-5th who were identified as Gifted, DES, and EIP.

- E. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards and the State student academic achievement standard including:
 - Economically disadvantaged (ED) students who may experience lack of opportunities or exposure to a variety of outside learning opportunities. One hundred percent of the student population are economically disadvantaged. CCRPI reports indicate these students did meet subgroup performance in Math and showed improvement in ELA and Social Studies, but did not meet subgroup performance in Science.
 - Students from a variety of racial and ethnic groups who have diverse ways of acquiring new information.
 - Students with disabilities who have individualized educational plans to support the most appropriate instructional strategies to utilize and instructional modifications that are necessary to address their learning strengths and weaknesses. Students with disabilities make up forty-three percent of our 3rd, 4th, and 5th graders student population. Previous CCRPI reports indicate these students did not meet subgroup performance in Reading, Math, Science, and Social Studies.
 - Students with limited English proficiency sometimes require instructional modifications to effectively have access to the curriculum to gain understanding.

Early Intervention Program (EIP)

Data from the 2018-2019 Georgia Milestones Assessment System (GMAS) showed that most Early Intervention Program (EIP) students scored between the Beginning or Developing achievement levels. The largest deficit generated is from third, fourth, and fifth grade population of students. For the content areas of ELA, Math, Science, and Social Studies. We will continue to

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

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).

identify and implement best teaching and learning literacy practices to ensure that 100% of EIP test takers are either a Proficient or Distinguished Learner in ELA, Math, Science, and Social Studies.

Department of Exceptional Students (DES)

Data from the 2019 Georgia Milestones Assessment System (GMAS) showed that most Department of Exceptional Students (DES) students scored between the Developing or Beginning achievement levels. The largest deficit generated is from the third and fourth grade population of students. For the content areas of ELA, Math, Science, and Social Studies, there were a low percentage of students who scored in the Developing achievement levels. The DES fifth grade students performed within the Beginning and Developing achievement levels. We will continue to identify and implement best teaching and learning literacy practices to ensure that

Gifted

Data below from the 2019 GMAS shows that majority of our third – fifth grade students passed at the proficient level. In contrast, some of our fourth grade students scored in the beginning and developing levels. In fifth grade, the majority of students scored in the proficient and distinguished levels.

The English to Speakers of Other Languages (ESOL)

The English to Speakers of Other Languages (ESOL) data above shows a percentage of students increasing to a higher performance band on ACCESS Testing. We will continue to identify and implement best teaching and learning literacy practices to ensure that each year 100% of ESOL test takers are increasing to a higher performance band on ACCESS Testing.

Response:

F. The data has helped us reach conclusions regarding achievement or other related data. Performance data demonstrates that we have a need to improve in all content areas. The major

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needs we discovered are in reading, language arts, math, social studies, and science across Kindergarten through fifth grade.

The needs we will address are Literacy across the curriculum in K-5, Math support in K-5, Science content development in 3rd, 4th, and 5th, Social studies in 3rd, 4th, and 5th Vocabulary development across the curriculum in K-5.

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

- Literacy across the curriculum in K-5
- Math support in K-5
- Science content development in 3rd, 4th, and 5th
- Social studies in 3rd, 4th, and 5th
- Vocabulary development across the curriculum in K-5

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

- a. Ineffective instructional practices within the Explicit Instruction Framework
- b. Teachers not differentiating instruction through the use of small group instruction
- c. The need for training on effective co-teaching models
- d. Teachers need support in understanding how to analyze data
- e. Student transiency
- f. Student attendance

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

- We have reviewed our current achievement data, and we reasonably expect a 3% increase in the Lexile's of our 1st – 5th grade averages.
- In addition, we expect a 5% increase in the number of students in K- 2 achieving benchmark status on DIBELS and I-Ready Math.
- Increase the percentage of students performing at the proficient and distinguished level on the Georgia Milestones Assessment in all core content areas (Math, English Language Arts, Science, and Social Studies) by 3%.
- Decrease the student achievement gap by 5% between the EL and SWD subgroups in all core content areas (Math, English Language Arts, Science, and Social Studies), in comparison to all students on the Georgia Milestones Assessment on the End of Grade Tests.

Georgia Department of Education Title I Schoolwide/School Improvement Plan

2. Schoolwide reform strategies that:

Response:

- Flexible Grouping: Grouping students based on learning styles, learning needs, and understanding of concepts. Groups are fluid. Flexible Grouping allows for grouping and regrouping students according to specific goals, activities, and individual needs. (Unsworth, L. (1984). Meeting individual needs through flexible within-class grouping of pupils. *The Reading Teacher*, 298-304.)
- Differentiated Instruction: Students are provided with instruction that meets their individual needs. Differentiation for students may be in the form of content, process, or product. The basis for differentiation is readiness, interest, and learner profile. Differentiated Instruction maximizes student growth and individual success by meeting each student where he or she is, and assisting in the learning process. This assistance may come in the form of differentiation in content, process, product, or a combination of the three areas. (Hall, T. (2002). Differentiated instruction. *Wakefield, MA: National Center on.*)
- Explicit Instruction: Students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill(s), clear explanations and demonstrations, and supported practice with feedback until independent mastery has been achieved through a series of supports or scaffolds. Explicit Instruction guides students through the learning process with clear statements about the purpose and rationale for learning the new skill(s), clear explanations and demonstrations, and supported practice with feedback until independent mastery has been achieved through a series of supports or scaffolds. (Pearson, P.D., & Gallagher, G (1983). The Gradual Release of Responsibility Model of Instruction. *Contemporary Educational Psychology*, 8, 112-113)
- Co-teaching - A co-teaching team typically includes a general and a special educator who teaches the general education curriculum to all students as well as implements Individual Education Programs (IEPs) for students with disabilities and/or provides small group instruction for struggling students. Both educators on the co-teaching team are responsible for differentiating the instructional delivery, assessment of student achievement, and classroom management. Co-teaching reaches more students, provides for better student care, is fun, and gives the teachers involved the invaluable support of a second adult. (Kohler-Evans, P. A. (2006). Co-Teaching: How to Make this Marriage Work in Front of the Kids. *Education*, 127, 260-264.)
- Collaborative Planning - Collaborative planning is “two or more equal partners who set out to create a unit of study based on content standards in one or more content areas plus information literacy standards, a unit that will be team-designed, team-taught and team-evaluated.” Collaborative Planning allows

Georgia Department of Education Title I Schoolwide/School Improvement Plan

2.	<p>Schoolwide reform strategies that:</p> <p>teachers to meet the needs of diverse students and fulfill their legal responsibilities. (Thousand, J. S., Villa, R. A., & Nevin, A. I. (2006). The many faces of collaborative planning and teaching. <i>Theory into practice</i>, 45(3), 239-248.)</p> <ul style="list-style-type: none"> ○ Direct Vocabulary Instruction – Students learn more words and a deeper understanding through targeted instruction. Direct vocabulary instruction can increase vocabulary learning and comprehension. (BECK, I. L., & McKeown, M. G. (2004). Direct and rich vocabulary instruction. <i>Vocabulary instruction: Research to practice</i>, 13.) ○ Thinking Maps – Consistent visual patterns linked directly to eight thought processes. These patterns help all students reach higher levels of critical and creative thinking. Use of Thinking Maps explicitly defines and animates cognitive skills instruction for students, so they become aware, cognitive actors in the classroom of learning. (Costa, A. L., & Kallick, B. (2008). Learning and Leading with Habits of Mind: 16 Essential Characteristics for Success, 152.) ○ Number Talks – Five- to fifteen-minute conversations around purposefully crafted computation problems. Students are asked to communicate their thinking when presenting and justifying solutions to problems they solve mentally. Number Talks lead to the development of more accurate, efficient, and flexible strategies. (Parrish, S. (2011). <i>Teaching Children Mathematics</i>, 18(3), 198-206.)
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Provide opportunities for all children to meet the state’s proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).

Response: What research-based strategies will be used to address the needs of “disadvantaged” struggling students? Elaborate on how the strategies will be used to address the needs.

We will continue to engage in problem solving and conducting research to identify other school wide reform strategies that will close achievement gaps. Some of these strategies may include building students’ readiness for Elementary School, building a culture that uses data to improve, and using extending time for learning to support the belief that some students need more time to demonstrate mastery of standards. We will also use a variety of technology that allows students to view short video of a teacher’s lecture prior to the class session to give more time in class to devote to practice, project, and discussions. A main skill we will help students develop in their self-efficacy. Teachers will use Explicit Instruction/gradual release of responsibility to build students metacognitive and self- regulatory skills, which have proven to be very successful in helping students learn and master content (Hattie, 2012).

Georgia Department of Education Title I Schoolwide/School Improvement Plan

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).

We plan to study *Teach Like a Champion by Doug Lemov (2015)*. In addition to our research on effective methods and instructional strategies, based on work conducted, we know that providing students with an effective and competent teacher, implementing explicit and well-planned lessons, providing students with appropriate scaffolding and learning supports, and preparing students to be better learner are grounded in research. 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.

One effective method and instructional strategies based on research implemented at Lee Street Elementary School assessing students' reading level through DIBELS and Accelerated Reader Early Literacy Test. The assessment provides us with students' Lexile scores. We use the data along with Lexile scores from the Georgia Milestones to identify students who might have challenges with reading and understanding complex text often found in science and social studies textbooks.

We will plan to go beyond simply making digital tools available to students. Our teachers will purposefully infuse technology in the curriculum by planning and preparing for students based on their needs. The integration of technology is a district instructional priority of Clayton County Public Schools. This focus on integrating technology is relatively new. We are shifting the use of technology from using the tools for remediation and test preparation to ensuring learners use technology to create, collaborate, analyze and synthesize information.

Response:

The following are reform strategies that are scientifically researched based. Provide the research based information

- Flexible Grouping
- Differentiated Instruction
- Direct Vocabulary Instruction
- Explicit Instruction
- Co-teaching
- Using Thinking Maps
- Collaborative Planning
- Number Talks

Response:

The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standard are:

Georgia Department of Education Title I Schoolwide/School Improvement Plan

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).

- Flexible Grouping: Grouping students based on learning styles, learning needs, and understanding of concepts. Groups are fluid. Flexible Grouping allows for grouping and regrouping students according to specific goals, activities, and individual needs. (Unsworth, L. (1984). Meeting individual needs through flexible within-class grouping of pupils. *The Reading Teacher*, 298-304.)
- Differentiated Instruction: Students are provided with instruction that meets their individual needs. Differentiation for students may be in the form of content, process, or product. The basis for differentiation is readiness, interest, and learner profile. Differentiated Instruction maximizes student growth and individual success by meeting each student where he or she is, and assisting in the learning process. This assistance may come in the form of differentiation in content, process, product, or a combination of the three areas. (Hall, T. (2002). Differentiated instruction. *Wakefield, MA: National Center on.*)
- Explicit Instruction: Students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill(s), clear explanations and demonstrations, and supported practice with feedback until independent mastery has been achieved through a series of supports or scaffolds. Explicit Instruction guides students through the learning process with clear statements about the purpose and rationale for learning the new skill(s), clear explanations and demonstrations, and supported practice with feedback until independent mastery has been achieved through a series of supports or scaffolds. (Pearson, P.D., & Gallagher, G (1983). The Gradual Release of Responsibility Model of Instruction. *Contemporary Educational Psychology*, 8, 112-113)
- Co-teaching - A co-teaching team typically includes a general and a special educator who teaches the general education curriculum to all students as well as implements Individual Education Programs (IEPs) for students with disabilities and/or provides small group instruction for struggling students. Both educators on the co-teaching team are responsible for differentiating the instructional delivery, assessment of student achievement, and classroom management. Co-teaching reaches more students, provides for better student care, is fun, and gives the teachers involved the invaluable support of a second adult. (Kohler-Evans, P. A. (2006). Co-Teaching: How to Make this Marriage Work in Front of the Kids. *Education*, 127, 260-264.)
- Collaborative Planning - Collaborative planning is “two or more equal partners who set out to create a unit of study based on content standards in one or more content areas plus information literacy standards, a unit that will be team-designed, team-taught and team-evaluated.” Collaborative Planning allows

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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).

teachers to meet the needs of diverse students and fulfill their legal responsibilities. (Thousand, J. S., Villa, R. A., & Nevin, A. I. (2006). The many faces of collaborative planning and teaching. *Theory into practice*, 45(3), 239-248.)

- Direct Vocabulary Instruction – Students learn more words and a deeper understanding through targeted instruction. Direct vocabulary instruction can increase vocabulary learning and comprehension. (BECK, I. L., & McKeown, M. G. (2004). Direct and rich vocabulary instruction. *Vocabulary instruction: Research to practice*, 13.)
- Thinking Maps – Consistent visual patterns linked directly to eight thought processes. These patterns help all students reach higher levels of critical and creative thinking. Use of Thinking Maps explicitly defines and animates cognitive skills instruction for students, so they become aware, cognitive actors in the classroom of learning.
(Costa, A. L., & Kallick, B. (2008). *Learning and Leading with Habits of Mind: 16 Essential Characteristics for Success*, 152.)
- Number Talks – Five- to fifteen-minute conversations around purposefully crafted computation problems. Students are asked to communicate their thinking when presenting and justifying solutions to problems they solve mentally. Number Talks lead to the development of more accurate, efficient, and flexible strategies. (Parrish, S. (2011). *Teaching Children Mathematics*, 18(3), 198-206.)

- 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

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curriculum.

- Include strategies for meeting the educational needs of historically underserved populations.

Response:

- Flexible Grouping allows for grouping and regrouping students according to specific goals, activities, and individual needs. (Unsworth, L. (1984). Meeting individual needs through flexible within-class grouping of pupils. *The Reading Teacher*, 298-304.)
- Academic Coach modeling effective instructional strategies and providing professional development for teachers that have been identified in the Evidence-based Logic Model.
- Differentiated Instruction maximizes student growth and individual success by meeting each student where he or she is, and assisting in the learning process. This assistance may come in the form of differentiation in content, process, product, or a combination of the three areas. (Hall, T. (2002). Differentiated instruction. *Wakefield, MA: National Center on.*)
- Direct vocabulary instruction can increase vocabulary learning and comprehension. (BECK, I. L., & McKeown, M. G. (2004). Direct and rich vocabulary instruction. *Vocabulary instruction: Research to practice*, 13.)
- Explicit Instruction guides students through the learning process with clear statements about the purpose and rationale for learning the new skill(s), clear explanations and demonstrations, and supported practice with feedback until independent mastery has been achieved through a series of supports or scaffolds. (Pearson, P.D., & Gallagher, G (1983). The Gradual Release of Responsibility Model of Instruction. *Contemporary Educational Psychology*, 8, 112-113)
- Use of Thinking Maps explicitly defines and animates cognitive skills instruction for students, so they become aware, cognitive actors in the classroom of learning. (Costa, A. L., & Kallick, B. (2008). Learning and Leading with Habits of Mind: 16 Essential Characteristics for Success, 152.)
- Co-teaching reaches more students, provides for better student care, is fun, and gives the teachers involved the invaluable support of a second adult. (Kohler-Evans, P. A. (2006). Co-Teaching: How to Make this Marriage Work in Front of the Kids. *Education*, 127, 260-264.)
- Collaborative Planning allows teachers to meet the needs of diverse students and fulfill their legal responsibilities. (Thousand, J. S., Villa, R. A., & Nevin, A. I. (2006). The many faces of collaborative planning and teaching. *Theory into practice*, 45(3), 239-248.)
- Number Talks lead to the development of more accurate, efficient, and flexible strategies. (Parrish, S. (2011). *Teaching Children Mathematics*, 18(3), 198-206.)

Our school does provide after school remediation for students in grades 3-5 and those

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students were identified as our lowest 25% of students in reading and math based on the Spring 2016 administration of the Georgia Milestones. Those students attend each Tuesday and Thursday from 2:45-4:45 p.m.

- Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:
 - counseling, pupil services, and mentoring services;
 - college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
 - the integration of vocational and technical education programs.

Response:

Student support strategies that are used to address the needs of all students included identifying students who need support by subgroup and by need. Lee Street Elementary School teachers and administrators closely monitor students' academic performance. We regularly review grades at each grading period to identify at-risk learners. We use the information to design and implement learning supports that will help these students get back on track. Targeted populations such as ESOL students and Students with Disabilities are well supported through our co-teaching model. Students in these subgroups are taught by highly-qualified teachers and are held to the same high expectations as our regular student population. General education teachers work collaboratively with special education teachers to disaggregate the data of GMAS scores, Interim assessments, and ESOL ACCESS testing to determine if an achievement gap exists.

We will employ the following strategies to address the needs of all children in the school, especially the needs of low achieving children that are at-risk of not meeting standards.

- District After School Remediation program (GMAS) in November and January
- Eagle's Nest in School Remediation program which will target student specific learning needs at all grade levels and that takes place twice per month
- Explicit Instruction

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- Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:
 - counseling, pupil services, and mentoring services;
 - college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
 - the integration of vocational and technical education programs.

- Small group
- Differentiated Instruction
- Professional Learning Communities conducted by Academic Coach

Additionally, we use our counselors and student/pupil services to help us identify not only academic supports for our students, but also social supports. Counselors conduct weekly guidance sessions with students to help them to set goals, and review their progress toward goals. Special Education students have Individualized Education Plans (IEP) that correlate to their grade level curriculum. Student level is also a consideration when writing their IEPs. ESOL students also have modification plans that allow the students to learn grade level content while learning English. ESOL and Special Education teachers work collaboratively with general education teachers to support the students and provide differentiated instruction. Professional Learning Communities provide an opportunity for the general education teachers to work together by analyzing data, student work samples, and trends with students so that adjustments can be made to address the learners. These learning communities provide Special Education teachers an opportunity to work with general education teachers to support the needs of students with special needs.

- Address how the school will determine if such needs have been met; and
 - are consistent with, and are designed to implement, the state and local improvement plans, if any.

To 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), we will use data triangulation. We will closely review various data source to make determinations about student progress. The following are a list of data sources and strategies to be used to determine student progress.

- Standardized assessment data

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- Formative assessment data
- Unit assessment data
- District benchmark data
- Common assessment data
- DIBELS data
- I-Ready Reading and Math data
- Accelerated Reader data
- Progress report data
- Report card data
- myOn Lexile Levels
- GMAS results
- Weekly data meetings
- Teacher conferences with students
- Student data notebooks

3. Instruction by highly qualified professional staff

Lee Street Elementary will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. Potential certified and classified employees are recruited at job fairs held throughout the year. Available job placements are posted on the Clayton County Public Schools website, where candidates may apply for vacancies. Applications for potential certified staff along with three recommendation forms are viewed by an administrator through the Search Soft system. Administrators then conduct a telephone interview with the applicant's previous supervisor. All compiled forms are submitted to human resources. Depending on the position, applicants may apply directly to the desired job site. Lee Street Elementary School has 100% Highly Qualified staff.

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.

We believe that promoting the continuing education of the faculty and staff promotes the education of the student. With this in mind, our plan includes multiple avenues of professional development. Opportunities for professional learning will be based on staff self-evaluations, student assessments, and TKES. Teachers will identify areas of proficiency in various research-based instructional strategies and knowledge and then select opportunities that will enhance areas of need. These opportunities will be provided throughout the 2019-2020 school year. In addition to staff development opportunities at the school, all staff members at Lee Street Elementary School have opportunities at the district's Professional Learning Center (PLC), as well. As permitted, staff members are also encouraged to attend conferences, symposiums, and other workshops that enhance a well-rounded educator. Workshops are not limited to academia, but will also include character education and personal growth.

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

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

We also use feedback from classroom observations to determine needed professional development. We know that our teachers need more learning support to better implement the explicit instruction/gradual release of responsibility framework. The Title I Academic Coach will model effective teaching strategies and provide Professional Development in ELA, Math, Science, and Social Studies for teachers identified in the Evidence-based Logic Model. This school year, we determined that differentiated instruction was an area of concern based on Teacher Keys Effectiveness System (TKES) data. Therefore, differentiated instruction will be an area for professional development. Professional development will also include training in incorporating reading and numeracy strategies across the curriculum, instructional technology, and grouping models. Additionally, we will continue to provide training regarding data driven instruction to ensure that data is gathered and closely analyzed for the purpose of adjusting instruction.

Additional trainings will include higher order thinking and effective ways to increase parental involvement. Furthermore, we mandate that educators participate in any district required Professional development. Many of our trainings will occur on site during monthly reserved professional learning times. Our teachers, paraprofessionals, administrators will learn from subject-matter experts. Learners will engage in a variety of school improvement professional development activities related to strengthen personnel competencies that are needed to effectively enable all students to meet state academic achievement standards. These activities will address school improvement initiatives, needs identified in the staff evaluation process, or mandated professional learning. We will continue to ensure our Title I Parent Liaison participates in all mandatory Title I trainings.

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

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

For example, last year we determined that data usage and understanding was an area of concern based on DIBELS and mCLASS math data. Therefore, data usage and understanding will be an area for professional development. In addition, the following areas are to be addressed through professional development this school year.

- Researched based instructional practices
- Content mastery (Math)
- Differentiated Instruction
- Data driven instruction
- Assessment Strategies
- Collaborative Planning
- Questioning Techniques
- Student Feedback (teacher commentary)
- Eagle's Nest In-School Remediation

We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. For example, Instructional Site Facilitators serve as on-site professional developers. The facilitators will conduct weekly professional development during grade level planning to address the instructional needs of teachers. Also, the facilitators will follow up with coaching sessions within the classroom setting. In addition, teachers are invited to attend afterschool training sessions facilitated by outside consultants and on-site facilitators to address specific content need. To encourage teacher participation, stipends will be offered. Then, Title I funds will be used to purchase books for staff members that address pedagogy and learning strategies related to various contents. Finally, Lee Street Elementary will continue to utilize the train-the-trainer model for redelivery of specific information from educational conferences attended by teachers.

- Academic Coach will provide professional learning opportunities in the use of data driven instruction, teaching methods, and classroom culture to improve individual student achievement and the overall instructional program.
- Teachers will participate in professional learning activities on the use of academic assessments to drive instruction.
- Academic Coach provide teachers with a book study and professional journal articles for the purpose of current research and trends in education to support district, school, and teacher beliefs.

Teachers will collaborate weekly for the purpose of professional dialogue regarding student work, best practices, and interventions to meet the needs of the students.

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

Response:

We will continue to participate in all district staff recruitment and retention efforts. Clayton County Public Schools is offering impressive financial incentives to attract 2019-2020 teachers to the district. Additionally, the district is awarding contract signing bonus to teachers who teach in hard-to-fill content areas. While these incentives will certainly close the vacancy gap, all school leaders have the responsibility of ensuring that students are taught by highly qualified teachers, inducting new and novice teachers to the school, evaluating teachers to determine their efficacy and effectiveness, and retaining quality teachers.

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

We take advantage of technology, social media, word-of-mouth, and communications to share "good news" about Lee Street. This marketing strategy encourages potential staff candidates, students, and parents to investigate the possibility of becoming a member of the Lee Street Elementary School family. We also implement a variety of recognition and support activities to promote staff retention. Some of these activities are listed below.

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

Lee Street Elementary will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. The following strategies are used to attract Highly Qualified teachers.

- Monthly Teacher Recognitions
- Weekly data sessions provided by the Academic Coach
- Instructional support provided by the Academic Coach
- Create a culture of learning
- Facilitate open dialogue between staff and the administrative team
- Teacher credentials and professional development needs are monitored to ensure Lee Street's faculty is 100% highly qualified.

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- Annual retention of Lee Street employees is attributed to an environment that is rich in resources and professional development. Teachers are provided with the tools necessary to meet the needs of their students such as state-of-the-art technology, hands-on manipulatives and diagnostic instruments.
- Lee Street attracts highly qualified teachers by providing them with individual laptop computers, classrooms that are equipped with Twenty-First Century technology, professional development courses provided by the county, school based professional development and professional learning community support.
- Teacher Mentors are on hand to provide support to teachers who are within their first three years of teaching.
- Teachers are given weekly common and monthly extended planning time to develop meaningful lessons.
- Lee Street conducts a mandatory New Teacher Orientation (NTO) that is comprised of 10 essential topics for educators with less than three years of experience or new to the building. The program is designed to educate teachers to the routines, rituals, and practices that are germane to the school and instructional tools to be quality educators.

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

Response:

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

B. We will update the school Parent and Family Engagement Plan periodically to meet the changing needs of parents and the school and distribute it to the parents of participating children and make the Parent and Family Engagement Plan available to the local community. During the Title I Annual Planning Meeting, Lee Street Elementary School parents will assist in planning, developing, and approving the school's Title I School-wide Program Plan and Budget, as well as parent involvement documents - School-Parent Compact, and Title I Parent and Family Engagement Plan. Parents will continually be invited to participate in the Title I and PTA meetings and other planning processes of the school.

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C. We will conduct annual Title I meetings during the 2019-2020 school year to inform parents about the school's Title I Program, parents' requirements for Title I, and the school Parent and Family Engagement Plan. The School- Wide Plan, and the School-Parent Compact will also be discussed in detail. We encourage and invite all parents of participating children to attend. Parents will be invited to the Title I Annual Parent Meeting through solicitations at Curriculum Night, Title I Parent Meetings, flyers, formal invitations, telephone dial out system, marquee, and the school's website. The Title I Annual Meeting will be held at Lee Street Elementary School on September 5, 2019. The meeting will be facilitated by the Principal, Mr. Strickland and Assistant Principal, Ms. Washington.

D. We will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, transportation, child care, or home visits, as such services relate to parent engagement. Additionally, Lee Street Elementary School will hold two Title I Annual Meetings on different days and at different times and have several workshops for parents which will be outlined in the school's 2019-2020 Parent Engagement Calendar of Events. Parents who cannot attend the meetings may schedule an appointment with the Title I Parent Liaison to receive additional information in the Parent Resource Center.

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

F. We will jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. Lee Street Elementary School has developed and annually revises a School-Parent Compact along with parents, student volunteers, and members of the community, and school administration and faculty. All parents and students are invited each year by the school principal to attend the Title I Planning Meeting to provide input in revising the

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Compact. This School-Parent Compact sets the expectations of each of the parties regarding the responsibilities for the education of student. The compact will be sent home to all families with the students and will be posted on the school's website and in the Parent Center. The Compact will be signed and dated by the teacher, student, and parent(s). The School-Parent Compact will be revisited with parents during conferences and other Title I meetings.

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

H. We will provide materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology, as appropriate, to foster parental engagement. Lee Street Elementary School will provide materials and training, such as: literacy training and using technology, as appropriate, to foster parental involvement and help parents work with their child to improve their child's achievement. The Parent Resource Center will provide materials and training to help parents work with their children to improve their child's success. These trainings will be provided by the Title I Parent Liaison, school counselors, school administrators or teachers, external presenters, district personnel, or others. The Title I Parent Liaison will assist parents and serve as liaison between home and school. Parents who are unable to attend trainings or workshops will be able to request materials to be sent home.

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

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comments from parents to help improve communication and support.

J. We will, to the extent feasible and appropriate, coordinate and integrate Parental Engagement programs and activities with Head Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as Parent Resource Centers, that encourage and support parents in more fully participating in the education of their children. The school will help students transition from middle school to high school and elementary School to post-secondary education. This will be done through information provided by Lee Street Elementary School counselors and teachers. Lee Street Elementary School staff will collaborate with State and other CCPS personnel to provide services for our homeless, neglected and delinquent, and migrant population. Title I Parent Liaison and school staff will encourage and support parents during the Elementary School transition periods mentioned above.

K. We will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand. The Parent Liaison will use clear, simple, and parent-friendly language to communicate information related to school and parent programs. When appropriate, information will be translated into Spanish and other languages when appropriate. In order to maintain contact with the parents, the school will use automated calling systems, school marquee, school website, e-mails, newsletters, flyers, and other means of communication.

L. We will provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and to the extent practicable, in a language parents understand. When appropriate, Title I funds will be used for childcare, interpreters, transportation, and technological services at Parent Engagement activities. Lee Street Elementary School will also attempt to accommodate the needs of parents with disabilities and those of migratory and homeless, neglected and delinquent students, as well as parents with limited English proficiency.

The Parent Resource Center at Lee Street Elementary School will offer a variety of learning resources for parents to checkout and utilize for extended home learning. The Parent Resource Center will be facilitated by parent volunteers and the Title I Parent Liaison, who is a certified teacher that can provide assistance to parents to gain a better understanding of the educational process, as well as training to help them learn skills to better assist their children academically. To assist our families of children with special needs families we have access to two parent mentors at the district level that are available as a resource. Our families classified as homeless have access to a social worker, school counselors, and the district's Homeless Liaison. We encourage parents/guardians to become active in the decision making roles of our school. Our Title I Parent and Family Engagement Plan openly states our expectations for parent engagement. Our Calendar

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of Events outlines the events that will be employed to aide student achievement. Because of our strong beliefs in excellence, we acknowledge the immediate and consistent need for parental involvement.

Written communication regarding PTA in the form of newsletters, website, and phone calls

- Written communication between the school and the parents in a quarterly newsletter
- Parent participation in local school council
- Presenting Title I Parent and Family Engagement Plan to parents
- Host several Parent Compact meetings so that parents can provide input
- Parental surveys
- Parental Engagement in extra-curricular activities
- Periodic notification and updating of monitored student progress
- Notification of district and state assessment results
- Parents are invited to the summer leadership retreat.

Lee Street Elementary has developed a Parent and Family Engagement Plan with input from the Parent Liaison, the Local School Council, and the leadership team. Activities utilized to increase parent knowledge of student achievement, student activities and to involve parents in the education process. These activities include...

- strategies to increase parental involvement such as Family Literacy and Parent Math and Writing Academies
- describing how the school will provide individual student academic assessment results, including an interpretation of those results
- making the comprehensive school-wide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)
- selecting and obtaining resources and services for parents that empower them to assist their children with the teaching and learning process
- planning, preparing, and conducting trainings and workshops designed to increase the parents' ability to play a major role in a partnership with the school in its effort to increase academic achievement
- organizing parent/community volunteers for the school
- provide orientation workshop for volunteers
- plan or assist with volunteer appreciation efforts/events which celebrate family contributions
- offer a Parent Resource Center, which houses a wide array of support materials that include, computers, books, parenting magazines and games.
- accommodations are made for speakers of other languages.

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

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Response:

We will plan activities for assisting preschool children in the transition from early childhood programs. We have also included transition plans for students entering middle school or Elementary School and for students entering from private schools including students entering our school throughout the year. Lee Street Elementary School not only aims to assist the families of our students that are currently enrolled but the families of students that will join our kindergarten team. The kindergarten students for the upcoming year are invited to visit our school. We partner with the parent resource coordinators from various childcare centers to host a program called Kindergarten Round-up which is held in May. At this time students and parents are invited to visit kindergarten classrooms and speak with kindergarten teachers. Our Title I Parent Liaison will be available throughout the school year to meet with rising kindergarten families and conduct school tours for parents who currently have students enrolled.

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

Response:

Lee Street Elementary assists preschool children in the transition from early childhood programs. Also included are transition plans for students entering middle school or entering from private schools throughout the school year...

Transition Activities for Pre-K to Kindergarten

- Utilize all faculty and staff to assist parents, kindergarten teachers, and students with the transition
- Create Literacy/Math "take home" packets for the children to complete at home
- Host Kindergarten "round-up" in the Spring to sign up children for the upcoming school year
- Invite parents to visit kindergarten classrooms
- Provide information to parents regarding Kindergarten expectations and norms
- Provide activities that foster transitioning throughout the school year
- Provide Professional Learning Communities where the Pre-K teachers can collaborate with Kindergarten teachers to incorporate early skills to the Pre-K students
- Host outside daycares to bring their pre-kindergarten students into the school to spend time in kindergarten classrooms with the teachers and staff

Transition Activities for Fifth to Middle School

- Transport students to their respective home middle school sites for orientation on the academic and behavioral expectations, as well as extra-curricular activities offered
- Maintain classroom culture that prepares students to transition to middle school

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- Contacts and visits are made by middle school administration, counselor and teachers
- Departmentalization of instruction to ease transition to middle school
- Ensure all IEPs are current for easy transition and no loss of service
- Ensure transportation for SWD

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 will use the Statewide Longitudinal Data System (SLDS), Georgia Milestones, DIBELS, formative assessments, and summative assessment data in their decision-making. Lee Street Elementary School will train teachers to write common assessments, especially in core academic areas, based on standards. They will administer these assessments and use the data to gather information about the effectiveness of teaching and learning. Students will use the data to set goals and evaluate their progress toward meeting goals. Teachers and students will be trained on how to conduct these activities. Teachers are given opportunities to participate in the decision-making process of selecting, implementing, and monitoring site-based academic assessments. School wide: Staff analyzes the schools' performance on the Georgia Milestones End of Grade assessments at the beginning of the school year. Teachers analyze their students' performance on content area/course common assessments to dictate daily instruction, and on-going classroom and content area/course assessments. This data shows the overall strengths and areas of improvement for Lee Street. This allows the content area chair along with the Instructional Site Facilitators to make adjustments to the pacing guide to address the learning gaps. It also allows the current grade level to make a year-long plan that includes the previous years' deficiencies and current deficiencies. At the end of the school year, all assessment data is used between courses/grade levels in the process of vertical planning.

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

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

Title I funds at Lee Street Elementary School will be utilized to support English Language Arts, Math, Science, and Social Studies with supplemental instructional resources and supplies,

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struggling students in the core content areas, instructional software, laptop cart to support instructional technology and content specific professional development for teachers. Title I funds will be utilized to purchase resources (books, brochures, newsletters, instructional materials) and computers for parents to be housed in the parent resource center and stipends for teachers conducting parent workshops/trainings after contracted hours.

Teachers participate in making assessment decisions in the following ways:

- Leadership Teams (LT) are made up of administrators, grade level representatives and specialty teachers. This team reviews school wide data and notes areas that need to be addressed in order to maintain appropriate achievement gap closing strategies.
- The LTs participate in training to monitor and calculate school CCRPI. Subgroups are identified and plans are developed to monitor and provide needed assistance.
- Weekly administrative grade level planning is held to discuss expectations of student performance, review student work, Response to Intervention strategies, teacher evaluation, and school-wide events.
- Professional Learning Communities (PLCs) or team meetings are held for grade level teachers to collaborate and plan with specialty teachers to ensure IEP goals are met for DES students and EIP, Specials, ESL, and Gifted teachers are included in the process of student improvement.
- Data Analysis sessions are held with all teachers and leadership team to discuss and analyze the data from GMAS,
- DIBELS and i-Ready progress report and report card data, SLO data from the 2015-2016 school year, Lexile data through MyOn and GKIDS which identifies the strengths and weaknesses of students in each grade level and individual classrooms.

Professional development will be conducted so that teachers will be trained on using reading and math data to differentiate instruction.

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

Response:

We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Using assessment data, especially formative assessment data, teachers will give student timely and actionable feedback. Teachers and leaders will use classroom observations and student artifacts to also identify learner difficulties. We will use Title I funds to implement appropriate, targeted, and focused remediation, interventions, and preventions to support our student learners.

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

Semi-monthly, teachers meet in a collaborative setting to identify and discuss students' academic needs. If a student is struggling, we require an ongoing evaluation of the student. RTI interventions, differentiation of instruction, small group/one-on-one intervention, and opportunities for co-teaching are strategies that also help to ensure that student weaknesses are identified timely.

The Response to Intervention Model (RTI) enables our teachers take a more detailed look at instruction while utilizing continuous classroom assessment. The tiered approach in RTI supports students experiencing difficulties while increasing supports. As students move into tier two and three, parental involvement is a key component of the intervention. If students continue to exhibit learning challenges with curriculum a Student Support Team (SST) meeting is called to discuss further evaluation needs.

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

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

- Hold bi-monthly school wide tutorial for students needing additional time to master state standards.
- Allow spring remediation to take place following GMAS testing for the students who may or may not have been successful in the meeting of state standards.
- Make sure parents can monitor their children's progress and work with teachers to improve their child's performance by: school sponsored teacher/parent conferences, volunteering, parents coming to school initiative during the Fall and Winter, checking grades using Infinite Campus, bi-weekly progress reports, quarterly progress reports, Tuesday "take home" Folders, and administrative retention/placement conferences in the

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Spring.

- Classroom common assessments are examined during weekly administrative and team grade level meetings, followed up by focus walks to see that failing students are part of targeted small group instruction.
- Reading Wonders End of Unit Culminating Writing Task for grades 3-5 (Use of the Georgia Milestone Assessment)
- Early Intervention Program – This support system is available to at-risk learners in both reading and math based on data from DIBELS, i-Ready Reading and Math or GMAS results.
- Progress monitoring of students, who scored at the strategic or intensive levels in reading or math.
- Have teachers receive training on technology, data interpretation, and effective instructional strategies. The allocation for supplies has been budgeted into Lee Street's Title I budget.
- Teachers participate in peer observations to expose teachers to strong instructional practices and receive constructive criticism from peers.
- Use Instructional Facilitators to model and mentor teachers in areas needing development. They will also provide periodic training, side-by-side coaching and support for teachers.
- Allow Teacher mentors to work with teachers who display areas of weakness based on data from administrative walk-throughs and student data.

Teachers are trained in Response to Intervention strategies and interventions. Early Intervention Program (EIP) teachers and English Language Learners (ELL) teachers are trained in teaching strategies designed to help these students catch up with their peers.

Explicit Instruction is the methodology that is used at Lee Street Elementary. Explicit Instruction includes five stages that are explicitly taught and will be implemented within each lesson delivered. These stages include a direct explanation of the lesson, modeling, guided practice, independent practice, and an assessment/closing of the lesson. During the direct explanation phase, the teacher provided a purposeful explanation of the lesson by unpacking the content standard(s), pertinent vocabulary, and reviewing the method of assessment. During the modeling stage, the teacher demonstrates vocabulary, skills, strategies, or concepts using metacognitive strategies like think-aloud and demonstrations to help explain what students need to learn to do. During the guided practice phase the teacher leads the discussion, however students are provided with opportunities to practice the skills. The teacher also gives immediate and corrective feedback on student performance at this time. During the independent practice phase, students will practice the skills and concepts of the lesson independently. The final phase, assessment/closing, is the time when the teacher does a final assessment of students' mastery of the standards(s) and learning objectives. Professional development occurs during the CCPS Early Release Days.

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

Response:

Lee Street Elementary School coordinates and integrates federal, state, and local services and programs to ensure that our students achieve academic success. We work closely with the Office of Federal Programs to maximize the use of Title I funds and to use them appropriately. We also use various academic department school-based budgets in ways to support teaching and learning. For example, our district pays for afterschool tutorial program for students at-risk of failing the Georgia Milestones Assessment. The district purchase intervention programs for reading and mathematics for all elementary schools to target the students identified as Beginning Learners. Additionally, Academic Coordinators supply the school with an annual budget and the resources needed to implement the curriculum. We frequently conduct funding gap analyses and reviews our Title I plan to determine how our Title I funds can be spent. This ensures that we do not supplant. One of the support we have for re-teaching and credit recovery is our after-school remediation program. The district bears a fixed cost for each school to implement after-school learning support program which helps students prepare for the Georgia Milestones. Because these funds are limited and set aside for a fixed purpose, we use Title I funds to offer additional learning support that are based on students' immediate individual needs.

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

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

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

Response:

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

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

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

Response:

- Report cards sent home every nine weeks
- Parent-Teacher-Student Conferences are held twice per year, but teachers schedule them as needed
- Progress Reports sent home every four-and-a-half weeks
- Home Notes when needed
- Daily behavior reports detailing each student's behavior for the day and week
- Student Support Team (SST) Meetings; Minutes are sent home if parents are unable to attend the meeting.
- A description and explanation of the school curriculum and assessments used to measure the student's progress and CCRPI will be shared during parent meetings. They will be held three times during the year to acquaint parents with the school's curriculum, classroom standards, expectations to meet standards, homework policy, assessment and proficiency levels that students are expected to achieve.

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- Infinite Campus Parent Portal is another tool parents have to access assessment results. It also provides parents with the capability of establishing notifications each time an update is made to the student's grades.

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

Response:

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

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

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

Response:

The state provides collection and disaggregation of student achievement data results on adequate yearly progress assessments. Disaggregated reports are published on the Georgia Department of Education website and released to the news media by the State Superintendent of Education. Teachers have access to State Longitudinal Data System (SLDS) which gives a historical profile of students. Teachers also have access to data through Infinite Campus and Illuminate.

Illuminate is the new Instructional Improvement Solution framework for the Clayton County Public Schools district and designed to provide superior instruction, gauge overall student performance and help assess data in order to raise student achievement.

This data is used to provide individualized services and to differentiate lessons based on student needs.

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

Since the state mandates the administration of the Georgia Milestones Assessment System, the Georgia Department of Education makes provision to ensure that disaggregated assessment results for each category are valid and reliable. Also, the academic content coordinators along with instructional support personnel ensure that disaggregated assessment results for each category are valid and reliable for district mandated assessments. In addition, the school's Instructional Site Facilitators are responsible for ensuring that locally developed assessments are

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valid and reliable.

14. Provisions for public reporting of disaggregated data.

Response:

The Georgia Department of Education (GaDOE) reports public results of the state assessments via its website. We receive aggregated and disaggregated data via the GaDOE portal or the test vendor's portal. Additionally, the Governor's Office of Student Achievement posts aggregate and disaggregated students and school data.

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

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

- Georgia Department of Education provides detailed test reports for all Georgia school districts and schools based on a variety of subgroups over several years.
- CCRPI status can also be located at www.doe.k12.ga.us.
- School data is shared via Principal's Chats and the Annual Title I meeting by the principal.
- The Media Specialist also serves as our webmaster ensuring that all public data is easily accessible on the school's website.

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

During the 2019-2020 school year, Lee Street Elementary School and its stakeholders developed the Title I School Wide Plan (SWP). However, the Title I plan is a living document that is frequently monitored and updated to meet changing needs. Meetings to review and give stakeholders the opportunity to provide feedback for the school-wide plan are conducted semi-annually. We amassed a committee comprised of various stakeholders to assist us with developing a school-wide plan that will help improve student achievement. This committee has been engaged in the school-wide Title planning process for one-year. Lee Street Elementary School uses multiple forms of communication to invite feedback and input on its Title I plan annually. An annual meeting for all stakeholders (parents, students, and staff) will be held to discuss data and changes to the SWP, input and feedback will be requested from all participants.

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

Stakeholders were involved in the development of the plan through several platforms. The Leadership Team of the school includes a parent of an enrolled student at Lee Street Elementary, a teacher from each core area, a teacher representative from the department of exceptional student services, and school administrators. Stakeholders surveys were given electronically and the results were calculated to help determine areas for improvement. Teachers and other stakeholders, through representation of the Leadership Team, analyzed data and used this analysis to make decisions about goals and strategies for the plan

Planning Committee Members

NAME	POSITION/ROLE
Marques Strickland	Principal
Felicia Washington	Assistant Principal
Kizzy Oweregbuleem	Academic Coach
Chadwich Pressley	Counselor
Reaginia Bryant	Parent Liaison
Deshanna Pratt	K- Chairperson
Ashley Bowen	1 st Chairperson
Shamiya Hicks	2 nd Chairperson
Marie Curtis	3 rd Chairperson
Shana Alexander	4 th Chairperson
Brittney Alexander	5 th Chairperson
Glenda Easterling	EIP Lead Teacher
Kedra Knowlin	DES Chairperson
Jesica Hall	Specials Chairperson
Becky Pugh	Media Specialist
Bree See	Gifted Teacher
	Parent
	Parent
	Parent

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

Once the plan is reviewed by a Central Office review team, it remains with the team and is placed on the Lee Street Elementary website to be reviewed by the LEA, public, parents, and other stakeholders. Also, the plan may be accessed in the front office of the school or in the parent resource center.

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

Response:

There is not a significant percentage of parents in this school whose primary language is other than English. Therefore, it is not feasible for the plan to be translated into another language. Should our English Language Learner student population reach 20% or greater, arrangements through translator services shall be made for translation of all written and oral communication with home. This will enable our parents the opportunity to actively participate in the school improvement process.

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

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. This schools is not identified as Priority or Focus School for the 2017-2018 school year.