



Georgia Department of Education  
Title I

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

Schoolwide/School Improvement Plan

<b>School Name:</b>  Allgood Elementary School	
<b>School Mailing Address:</b>  659 Allgood Road Stone Mountain, GA 30083	
<b>LEA Name:</b> DeKalb County School District	
<b>LEA Title One Director/Coordinator Name:</b> Dr. Sherry Everett	
<b>LEA Title One Director/Coordinator Signature:</b>	<b>Date:</b>
<b>LEA Title One Director/Coordinator Mailing Address:</b>  DeKalb County School District 1701 Mountain Industrial Blvd Stone Mountain, GA 30083	
<b>Email Address:</b>	
<b>Telephone:</b>	
<b>Fax:</b>	



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

## Georgia Department of Education Title I Schoolwide/School Improvement Plan SWP/SIP Template Instructions

### Notes:

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

### Guidance:

Unlike the CSIP, this document is used to plan for how Title I funds and mandates will be implemented schoolwide. This document will offer guidance as to how questions should be addressed. In addition, it will identify correlations to the CSIP document previously used by the DCSD for the purpose of review and revision.

It is important to note that planning for continuous school improvement is a year-long process that begins upon submission of the previous year's plan. The Title I Schoolwide Plan is a living document that should be updated and revised throughout the year as new data becomes available. Interventions should be reviewed periodically to determine adequacy and efficacy and changes should be made as appropriate.

Federal and state mandates require that the planning process be documented. Meeting times, signatures, and minutes must be documented and maintained by the school. The Federal Programs link on DeKalb Discussions offers additional guidelines and suggestions for effective planning.



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

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

**Title I Schoolwide/School Improvement Plan**

**Planning Committee Members:**

**Guidance:** The principal will appoint a SWP facilitator and ensure that the steering committee is representative of all stakeholders. This includes school administrators, teachers, classified staff members, parents, and community members. **\*High schools must have at least one student representative.** The SWP Facilitator is responsible for oversight of the SWP throughout the planning process and the submission of the final document to the principal for approval. The Steering Committee and subcommittees are responsible for the development, on-going monitoring, and implementation of the SWP. The steering committee will make necessary revisions to the SWP, collect evidence files for quality assurance and perform on-going review of the school's success in implementing the Schoolwide Plan.

NAME	POSITION/ROLE
School Principal	Dr. Angela Strozier
SWP Facilitator	Ms. LaJuanda Hall
*Parent Representatives (can not be a school employee)	Ms. Syveda Spivey
*Student Representatives (required for High School)	
Community Representatives (can not be a school employee)	Ms. Michelle Muse
Office of Federal Programs Representative	
School Counselor	Ms. Franchis Cook
Special Education Representative	Mrs. Josephine Hood-Tucker
Reading/ELA Chair	Ms. Theresa Williams
Math Chair	Mrs. Lori Stallworth
Science Chair	Ms. Erica Vincent
Social Studies Chair	Mr. Trevor Moore
Professional Learning Liaison	Ms. LaJuanda Hall

*\*Highly recommended that more than one student participates. As a reminder, the law states that as many parents as possible should be involved.*



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

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

*Response:*

- A. We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were Dr. Angela Strozier, Ms. LaJuanda Hall, Ms. Syveda Spivey, Ms. Michelle Muse, Ms. Franchis Cook, Mrs. Josephine Hood-Tucker, Ms. Theresa Williams, Mrs. Lori Stallworth, Ms. Erica Vincent, and Mr. Travor Moore.

The process used to develop our plan is as follows:

The stakeholders that were involved in completing the needs assessment were students, parents, teachers, paraprofessionals, and community partners. Student assessment data and surveys were reviewed, administered and results were compiled and analyzed by the school leadership team. To assist in identifying the strengths and weaknesses of Allgood Elementary School's instructional and organizational effectiveness, grade level meetings were held weekly. Test scores, student performance and teaching techniques were analyzed during instructional faculty/grade-level meetings and Data Days to assess their impressions of the educational experience at Allgood. The committee also utilized weekly after-school opportunities to discuss and craft the needed assessment throughout the 2012-2013 school year. The Strategic Planning team met the end of May to revisit our Consolidated School Improvement Plan (CSIP) to address our data and to reflect on changes that needed to be addressed. At the onset of the school year, faculty and staff had the opportunity to designate a committee of choice serve as a committee participant. Committee members were given specific duties and tasks pertaining to the update of the School-wide Improvement Process (SWP). The information gleaned from the committee members gave the committee direction for the revision of the plan to impact school-wide achievement. From there, subsequent meetings have yielded meaningful discussions about school needs and innovative ideas supported by best practices research directed toward school excellence.

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

- Parents Surveys, Teacher and Student Surveys
- Criterion Referenced Competency Test (CRCT)
- Students with Disabilities (SWD)
- Fifth Grade Writing Assessment
- Iowa Test of Basic Skills (ITBS)
- Retention Rate
- Student Attendance
- Homeless
- Parent Involvement
- Teacher Attrition Rate
- Disciplinary Infractions



Georgia Department of Education  
Title I

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

Schoolwide/School Improvement Plan

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

- GKIDS
- Star Reading and Star Math Assessments

**Students, Parents, and Teacher Opinion Surveys**

The school analyzed opinion surveys from the Spring of 2012 to identify the perceptions of students, parents, and teachers regarding the quality of education at Allgood Elementary.

The student survey asked children to evaluate their learning experience here at Allgood Elementary. The following scale was used to guide their responses: 1 strongly disagree, 2 disagree, 3 neutral, 4 agree and 5 strongly agree.

The results indicated the following:

- \_\_\_ of students strongly agree that the teacher makes it clear what he/she is supposed to learn
- \_\_\_ of students strongly agree that they like their teachers
- \_\_\_ of students strongly agree that students are treated fairly if they get in trouble

**Parent Surveys**

The parent survey asked parents to evaluate their child's learning experience here at Allgood Elementary. The scale used was strongly agree, agree, neutral, disagree, strongly disagree and don't know.

The results indicated the following:

- 76% of parents strongly agree that our school is doing an excellent job of providing multiple sources of information for home/school connection.
- \_\_\_ of parents strongly agree that parents feel welcome in our school

**Teacher Surveys**

A teacher survey was conducted with 28 teachers responding. The following scale was used to guide their responses: high being (4) and low being (1)

The results indicated the following:

- \_\_\_ of teachers feel that our school's primary goal is to improve student achievement
- \_\_\_ of teachers feel that high quality work is expected of all staff at this school
- \_\_\_ of teachers feel that all students are expected to achieve high standards

**Criterion Referenced Competency Test (CRCT)**

The **third grade** 2012 CRCT scores of the all sub group reflected:

- 86% of the students met/exceeded standards in Reading. This is an increase of **7 percentage points from the previous year.**
- 79% of the students met/exceeded standards in English/Language Arts. This is **an increase of 9 percentage points from the previous year.**
- 64% of the students met/exceeded standards in Math. This is an increase o **4 percentage points from the previous year.**
- 61% met/exceeded standards in Science. This is an **increase of 6 percentage points from the previous year.**
- 60% of the students met/exceeded standards in Social Studies. This is a decrease of **4 percentage points from the previous year.**



Georgia Department of Education  
Title I

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

Schoolwide/School Improvement Plan

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

The **fourth grade** 2012 CRCT scores of the all sub group reflected:

- 81% of the students met/exceeded standards in Reading. **This is a decrease of 8 percentage points from the previous year.**
- 81% of the students met/exceeded standards in English/Language Arts. **This is a decrease of 8 percentage points from the previous year.**
- 65% of the students met/exceeded standards in Math. **This is a decrease of 7 percentage points from the previous year.**
- 62% of the students met/exceeded standards in Science. **This is a decrease of 16 percentage points from the previous year.**
- 64% of the students met/exceeded standards in Social Studies. **This is a decrease of 29 percentage points from the previous year.**

The **fifth grade** 2012 CRCT scores of the all sub group reflected:

- 92% of the students met/exceeded standards in Reading. **This is a decrease of 1 percentage point from the previous year.**
- 92% of the students met/exceeded standards in English/Language Arts. **This is a decrease of 3 percentage points from the previous year.**
- 82% of the students met/exceeded standards in Math. **This is a decrease of 7% percentage points from the previous year.**
- 67% of the students met/exceeded standards in Science. **This is the same from the previous year.**
- 71% of the students met/exceeded the standards in Social Studies. **This is an increase of 8 percentage points from the previous year.**

### Subgroups

The data analysis indicated the following results:

The **third grade** 2012 CRCT scores of the all sub group reflected:

- The Economically Disadvantaged Subgroup demonstrated 77% in 2011 and 84% in 2012, which showed **an increase of 7 percentage points**, on the CRCT Reading Test for Third Grade Students.
- The Economically Disadvantaged Subgroup demonstrated 69% in 2011 and 79% in 2012, which showed **an increase of 10 percentage points**, on the CRCT Language Arts Test for Third Grade Students.
- The Economically Disadvantaged Subgroup demonstrated 60% in 2011 and 62% in 2012, which showed **an increase of 2 percentage points**, on the CRCT Mathematics Test for Third Grade Students.
- The Economically Disadvantaged Subgroup demonstrated 54% in 2011 and 61% in 2012, which showed **an increase of 7 percentage points**, on the CRCT Science Test for Third Grade Students.



Georgia Department of Education  
Title I

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

Schoolwide/School Improvement Plan

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

The Economically Disadvantaged Subgroup demonstrated 64% in 2011 and 64% in 2012, which showed was consistent with the previous year of the CRCT Social Studies Test for Third Grade Students.

The fourth **grade** 2012 CRCT scores of the all sub group reflected:

The Economically Disadvantaged Subgroup demonstrated 90% in 2011 and 74% in 2012, which showed a **decrease of 16 percentage points**, on the CRCT Reading Test for Fourth Grade Students.

The Economically Disadvantaged Subgroup demonstrated 90% in 2011 and 79% in 2012, which showed a **decrease of 11 percentage points**, on the CRCT Language Arts Test for Fourth Grade Students.

The Economically Disadvantaged Subgroup demonstrated 73% in 2011 and 62% in 2012, which showed a **decrease of 11 percentage points**, on the CRCT Mathematics Test for Fourth Grade Students.

The Economically Disadvantaged Subgroup demonstrated 81% in 2011 and 61% in 2012, which showed a **decrease of 20 percentage points**, on the CRCT Science Test for Fourth Grade Students.

The Economically Disadvantaged Subgroup demonstrated 86% in 2011 and 61% in 2012, which showed a **decrease of 25 percentage points**, on the CRCT Social Studies Test for Fourth Grade Students.

The Fifth **Grade** 2012 CRCT scores of the all sub group reflected:

The Economically Disadvantaged Subgroup demonstrated 92% in 2011 and 97% in 2012, which showed an **increase of 5 percentage points**, on the CRCT Reading Test for Fifth Grade Students.

The Economically Disadvantaged Subgroup demonstrated 96% in 2011 and 94% in 2012, which showed a **decrease of 2 percentage points**, on the CRCT Language Arts Test for Fifth Grade Students.

The Economically Disadvantaged Subgroup demonstrated 89% in 2011 and 84% in 2012, which showed a **decrease of 5 percentage points**, on the CRCT Mathematics Test for Fifth Grade Students.

The Economically Disadvantaged Subgroup demonstrated 71% in 2011 and 70% in 2012, which showed a **decrease of 1 percentage points**, on the CRCT Science Test for Fifth Grade Students.

The Economically Disadvantaged Subgroup demonstrated 66% in 2011 and 75% in 2012, which showed an **increase of 9 percentage points**, on the CRCT Reading Test for Fifth Grade Students.

Last year, we had three SWD take the Fifth Grade Writing Test. The test results indicated that there was not enough data to have a measurable score.



Georgia Department of Education  
Title I

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

Schoolwide/School Improvement Plan

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

Last year, we had three ELL take the Fifth Grade Writing Test. The test results indicated that there was not enough data to have a measurable score.

**The Fifth Grade Writing Assessment**

The results from the 2011-2012 fifth grade writing assessment indicated that 86% of the students met or exceeded standards. This is an **increase of \_\_ percentage points from the previous year.**

**The Iowa Test of Basic Skills (ITBS)**

The results indicated that the first grade students scored **at the average percentile of the national student norms: Reading 83%, Language 66%, Math 51%,**

The results indicated that the third grade students scored **at the average percentile of the national student norms: Reading 46%, Language 42%, Math 37%, Social Studies 52%, Science 39%, and Sources of Information 50%.**

The results indicated that the fifth grade students scored **at the average percentile of the national student norms: Reading 48%, Language 56%, Math 49%, Social Studies 57%, Science 54%, and Sources of Information 61%.**

**It can be noted that there is a common trend that show that Allgood Elementary will continue to work on comprehension skills, vocabulary, problem-solving skills.**

**Allgood Elementary Accountability Plan (AEP)**

**During the 2012-2013 school year, the Allgood Elementary Accountability Plan (AEPP) will be used to assess student achievement twice during the school year.**

**Retention Rate**

The Retention Committee report showed that **2.4%** of the students at Allgood Elementary were retained in 2011-2012. There has been a slight increase in the number of students retained over the last three years.

**Student Attendance Rate**

The percentage of students absent 15 days or more has stayed fairly consistent each year.

**Homeless and Neglected Children**

The percentage of homeless students has increased over the last two years.

**ELL (English Language Learners)**

The data shows that over the past three years Allgood Elementary has had an average of about 35 ELL students enrolled.

**Migrant Children**

The data shows that over the past three years Allgood Elementary has not had any migrant students





Georgia Department of Education  
Title I

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

Schoolwide/School Improvement Plan

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

enrolled.

**Teacher Attrition Rate**

The teacher and administrator attrition rate at Allgood Elementary School has remained consistent for the last three years.

**Parent Involvement**

Allgood Elementary School's parents have maintained a 35% participation rate for attending workshops for the last three years.

**Disciplinary Infractions\***

Data analysis taken from ESIS indicates that disrespect and defiance are the most common disciplinary infractions at Allgood Elementary School, and there were isolated incidences of bullying.

**Allgood Review**

In the Summer of 2012, Allgood Elementary participated in a Strategic Planning Summit. The team made several recommendations to help us improve our instructional strategies. Some recommendations that will be addressed in this plan are:

- To ensure that all classroom libraries are updated to strengthen the needs of all students, purchase additional non-fiction reading materials and increase the usage of the leveled bookroom.
- Teachers and the Leadership Team should consider providing additional Common Core professional learning continue to learn how to implement the components of the Reader's, Math and Writer's Workshop, designate appropriate time for each component; specifically connecting reading and writing.

**Georgia Kindergarten Inventory of Developing Skill (GKIDS)**

The Georgia Kindergarten Inventory of Developing Skills (GKIDS) is a year-long, performance-based assessment. The primary purpose of GKIDS is to provide individual ongoing diagnostic information about kindergarten students' developing skills in English Language Arts, Math, Science, Social Studies, Personal/Social Development, and Approaches to Learning. GKIDS also provides a summary of student performance in English Language Arts and Mathematics at the end of the kindergarten school year. The spring, 2012 School Summary Report denotes that:

- 64.6 % of the kindergarten students met or exceeded standards in English Language Arts.
- 63.9% of the kindergarten students met or exceeded standards in Mathematics
- 52.1% of the kindergarten students met or exceeded standards in Approaches to Learning.

**C. Migrant Population**

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

D. Allgood Elementary has reflected on current achievement data that will help the school understand



Georgia Department of Education  
Title I

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

Schoolwide/School Improvement Plan

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

the subjects and skills in which teaching and learning need to be improved. For example, we have looked at:

- Focus Walks
- Formative and Summative Assessments
- Student Work with Commentary
- Reader's Workshop
- Writer's Workshop
- Formal and Informal Observations

**E.** Allgood Elementary has based the 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

- Allgood Elementary has **historically served economically disadvantaged students.**
- Based on our AYP Data, Allgood Elementary is made up of 93 % **African American students.**
- Services are provided for students with disabilities using **the inclusion, co-teaching, supportive, collaborative, and pull-out models. Based on our AYP Data, about 7% of the population has been identified for services by special education.**
- There are 4.2% students identified with limited English proficiency. Students with language barriers will be provided differentiated instruction to enable them to achieve their learning goals.

**F. Data Analysis**

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

**Strengths:**

**Third Grade** strengths on the CRCT domains are in the content areas:

- o **Reading Skills and Vocabulary Acquisition**
- o **Research and Writing Process**
- o **Data Analysis and Probability**
- o **Physical Science**
- o **History**

**Fourth Grade** strengths on the CRCT domains are in the content areas:

- o **Reading Skills and Vocabulary Acquisition**
- o **Research and Writing Process**
- o **Data Analysis and Probability & Algebra**
- o **Life Science**
- o **Government and Civics**

**Fifth Grade** strengths on the CRCT domains are in the content areas:

- o **Reading Skills, Vocabulary Acquisition**
- o **Research and Writing Process**
- o **Algebra, Data Analysis and Probability**



Georgia Department of Education  
Title I

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

Schoolwide/School Improvement Plan

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

- o Life Science
- o Economics

The major needs we see are . . .

Third Grade weaknesses on the CRCT domains are in the content areas:

- o Literacy Comprehension
- o Grammar and Sentence Construction
- o Measurement and Geometry
- o Earth Science
- o Government/Civics and Geography

Fourth Grade weaknesses on the CRCT domains are in the content areas:

- o Reading for Information, Media Literacy,
- o Grammar and Sentence Construction
- o Measurement & Geometry
- o Earth Science & Physical Science
- o Economics & History

Fifth Grade weaknesses on the CRCT and Writing domains are in the content areas:

- o Literacy Comprehension
- o Grammar and Sentence Construction
- o Measurement & Geometry
- o Earth Science
- o Government & Civics

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

- Reading/ELA

**Literacy Comprehension in Third and Fifth Grades**

**Reading for Information and Media Literacy in Fourth Grade**

- Mathematics

**Measurement and Geometry in Third, Fourth and Fifth Grades**

**Measurement and Geometry in Third, Fourth and Fifth Grades**

- Science

**Earth Science in Third, Fourth and Fifth Grades**

- Social Studies



Georgia Department of Education  
Title I

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

Schoolwide/School Improvement Plan

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

**Government and Civics in Third, Fourth and Fifth Grades  
History in Fourth and Fifth**

Parent and Community Involvement

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

- More focus is needed to address subgroups (**SWD, Black males, and Economically Disadvantaged**)
- Lack of commitment of the entire staff due to personal or professional obligations to provide more after-school safety nets**
- Late start of the after-school tutorial due to the release of funding**
- Limited number of students attending the after-school tutorial**
- Minimal parental involvement to reinforce skills at home**

**G. Measurable Goals/Benchmarks**

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

- Common Assessments
- AEP Data

**Goals for Academic Achievement (subject areas)**

- DCSD Goal 1**-To narrow the achievement gap and improve the graduation rate by creating a high performance learning culture in all schools and sites.
- DCSD Goal 2**-To increase rigor and academic achievement in reading/language arts, mathematics, science, and social studies in Pre-K–12.
- DCSD Goal 3**-To ensure quality personnel in all positions.
- DCSD Goal 4**-To ensure fiscal responsibility in order to maintain safe and healthy learning environments that support academic programs, resources, and services.
- Allgood Elementary School’s Goal 1:** By 2012-2013, 80% of all student subgroups will meet or exceed the Common Core Georgia Performance Standards in Reading/English Language Arts.
- Allgood Elementary School’s Goal 2:** By 2012-2013, 80% of all student subgroups will meet or exceed the Common Core Georgia Performance Standards on the 5<sup>th</sup> Grade Writing Assessment.
- Allgood Elementary School’s Goal 3** By 2012-2013, 80% of all student subgroups will meet or exceed the Common Core Georgia Performance Standards in Mathematics.
- Allgood Elementary School’s Goal 4:** By 2012-2013, 80% of all student subgroups will meet or exceed the Common Core Georgia Performance Standards in Science.
- Allgood Elementary School’s Goal 5** By 2012-2013, 80% of all student subgroups will meet or exceed the Common Core Georgia Performance Standards in Social Studies.



**Georgia Department of Education  
Title I**

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

**Schoolwide/School Improvement Plan**

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

**Goals for Professional Learning**

**Allgood Elementary School's Goal:** Teachers will attend at least three professional development activities during the 2012-2013 school year that relate to Common Core Georgia Performance Standards and Teacher Keys.

**Goals for School Climate**

All students will be educated in learning environments that are safe, drug free, and conducive to learning.

**Goals for Parental Involvement**

Allgood Elementary School's goal is to increase parental involvement by 10% during the 2012-2013 school year.

Outcome/Summative Data		Demographic Data		Process/Formative/Perception Data	
X	School Report Card	X	Enrollment (include ethnicity & gender)	X	GaDOE GAPSS Review
X	Georgia Criterion Referenced Test	X	Students with Disabilities	X	OSI GAPSS Review
	Georgia High School Graduation Test	X	Language Proficiency	X	America's Choice DAT Review
	Georgia High School Writing Test	X	Free/Reduced Lunch Rate	X	School Self Assessment
X	Georgia Writing Assessment	X	Discipline Data	X	Benchmark Scores
	End of Course Tests	X	Attendance	X	Focus Walk Results
X	Iowa Test of Basic Skills		Graduation Rate	X	Staff Surveys
		X	Gifted Education	X	Student Surveys

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

*School-wide reform strategies used at Allgood Elementary:*

- Differentiated instruction
- Flexible Grouping



Georgia Department of Education  
Title I

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

Schoolwide/School Improvement Plan

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

- Cooperative learning
- Collaborative teaching
- Marzano's High Yields Strategies
- Webb's Depth of Knowledge
- Critical Thinking Skills
- 25 Book Campaign
- Guided Reading
- Rubrics/Graphic Organizers
- Tiered Assignments
- Higher order questioning
- Math manipulatives
- Interest Based Teaching (Student Choice)
- Centers/Work Stations
- Technology
- Problem-Based Learning
- Demonstrations
- Curriculum Mapping
- Reader's Workshop
- Writer's Workshop
- Math Workshop
- Leveled Texts
- Pyramid of Intervention
- Smart Boards
- School-wide Discipline Plan

*Response:*

**Personnel:**

- RT3Facilitator
- Title One Instructional Coach
- Title One Math/Science Teacher
- EIP Teachers
- Student Support Specialist

**Time:**

- Master schedule supports additional reading time
- After-school Program



Georgia Department of Education  
Title I

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

Schoolwide/School Improvement Plan

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

**Technology:** Interactive White Boards and Computer Lab

**Resource Materials:** Supplemental Common Core materials, instructional games, and general supplies

**Assessment Standard 3: 3.1**

**Performance Action 4**

Students not meeting standard(s) are grouped according to assessment results and are assigned to safety net instruction which occurs before, during, and after school. The after-school tutorial is considered as a means for meeting additional instructional needs. All extended learning sessions are monitored for effectiveness by analyzing data from assessments on a regular basis.

•Students not meeting standard(s) are grouped according to assessment results and are assigned to safety net instruction which occurs before, during, and after school. Programs such as, Saturday school or evening classes are also considered as a means for meeting additional instructional needs. All extended learning sessions are monitored for effectiveness by analyzing data from assessments on a regular basis.

- Accelerated Reader
- 25 Book Campaign
- Book It
- Six Flags Read to Succeed
- STAR Reading
- Leveled Text
- Weekly Readers
- Principal's Book of the Month

**Instruction Standard 3:3.2**

**Performance / Action 1**

Teachers have clearly defined curriculum plans and expectations for meeting the standards in each subject area. The plans and expectations are discussed with the students as a whole group, in teacher-student conferences, as well as parent conferences. As they strive to meet their goals, students use feedback to analyze and revise their work.

- Improve the knowledge of science concepts by conducting more scientific experiments in class and utilization of science lab
- Utilize collaborative planning to support instruction by incorporating the inclusion delivery model to enrich classroom learning
- Implement intensive small group instruction focusing on skills and strategies for understanding non-fiction text

**Instructional Standard 2:2.7**

**Performance/ Action 2**

Teachers effectively use technology to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning. The technology activities used promote differentiation and instruction aligned to individual student needs. The technology used by teachers and students promote content research and require the conceptual application of the standards.

- Utilize the Promethean Board, computer, LCD projector, online library database (Destiny), Destiny webpath express, online public library catalog, Galileo resources to conduct presentations for students in



Georgia Department of Education  
Title I

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

Schoolwide/School Improvement Plan

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

order to implement curriculum plans that integrate technology within lessons to enhance a students' academic success

**Instruction Standard 2: 2.3**

**Performance Action #1-3**

**Performance/Action 1**

Teachers participate in professional learning on differentiated instruction. Appropriate support and follow-up is planned quarterly by the leadership team and in collaborative teacher meetings. Follow-up support may include planning teacher meetings on management of formative assessment data to guide differentiated instruction, facilitating work groups, varying tasks, and scheduling demonstration.

**Performance/Action 2**

Collaborative teacher meetings are held to determine the approximate reading level of resources (textbooks, trade books, software, etc.) and to review the reading levels of students. Follow-up teacher meetings are held to clarify how these two sources of information will be used to plan appropriate instruction, provide students with resources that are accessible, and develop reading strategies.

**Performance/Action 3**

Teachers use the standards as the expectation for learning, but assess the needs of their students prior to instruction. Classroom instruction may need to be paced and presented differently based on the students' levels of understanding.

**Instruction Standard 2.7**

**Performance Action #2**

Teachers effectively use technology to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning. The technology activities used promote differentiation and instruction aligned to individual student needs. The technology used by teachers and students promote content research and require the conceptual application of the standards.

● Utilize the standards as the expectation for learning and assess the needs of students prior to instruction. Analyze students' levels of understanding, learning styles, and interests in order to pace and present classroom instruction differently.

- Multiple Intelligences surveys
- Choice boards
- Leveled Libraries
- Science Manipulatives
- Flexible grouping of students

**Instruction Standard 2.1**

**Performance Actions #1-3**

**Performance/Action 1**

Teachers and other instructional leaders meet to determine and agree upon school-wide expectations in the delivery or routines of lessons (i.e. instructional framework).

**Performance/Action 2**

Teachers present content in a logical and sequential process using a variety of delivery modes to enable students to develop understanding. Delivery modes may include modeling, demonstrations, small-group instruction, whole group instruction, one-on-one instruction, etc. Co-taught classes use one of the five





**Georgia Department of Education  
Title I**

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

**Schoolwide/School Improvement Plan**

*2. Schoolwide reform strategies that are scientifically researched based.
<p>instructional models to best support students' mastery of standards: station teaching, parallel teaching, alternative teaching, team teaching, or one teach one assist.</p> <p><b>Performance/Action 3</b></p> <p>Teachers and other instructional leaders meet collaboratively to determine and agree upon school-wide expectations for an organized classroom environment and classroom procedures.</p> <ul style="list-style-type: none"> <li>•Teachers participate in professional learning on differentiated instruction. Appropriate support and follow-up is planned quarterly by the leadership team and in collaborative teacher meetings. Follow-up support may include planning teacher meetings on management of formative assessment data to guide differentiated instruction, facilitating work groups, varying tasks, etc., scheduling demonstration.</li> </ul>

2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.
<p>A. <i>Response</i>: 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 . . . (Strategies to be used.)</p> <p><b>Instruction Standard 2:2.3</b></p> <p><b>Performance Action 3</b></p> <p>Teachers use the standards as the expectation for learning, but assess the needs of their students prior to instruction. Classroom instruction may need to be paced and presented differently based on the students' levels of understanding.</p> <ul style="list-style-type: none"> <li>●Implement research based academic programs and strategies that increase the academic success of all students:</li> </ul> <ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Multiple Intelligences</li> <li>• Flexible Grouping</li> <li>• Cooperative learning</li> <li>• Collaborative teaching</li> <li>• Critical Thinking Skills</li> <li>• Guided Reading</li> <li>• Rubrics/Graphic Organizers</li> <li>• Tiered Assignments</li> <li>• Higher order questioning</li> <li>• Math manipulatives</li> </ul>



Georgia Department of Education  
Title I

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

Schoolwide/School Improvement Plan

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

- Interest Based Teaching (Student Choice)
- Centers/Work Stations
- Technology
- Problem-Based Learning
- Demonstrations
- Student Commentary
- Anecdotal Notes
- Conference logs
- Student Portfolios
- Running Records
- District-wide benchmarks
- Georgia On-line assessment
- GKIDS

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

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

- Marzano's High Yield Strategies
- Multiple Intelligences
- Webb's Depth of Knowledge
- Differentiated Instruction
- Flexible Grouping
- Cooperative learning
- Collaborative teaching
- Accelerated Reader
- Technology

Performance actions selected from the Georgia DOE School Keys Implementation Resource are predicated on scientifically based research. In identifying these School Keys, the Division of School and Leader Quality of the Georgia Department of Education along with its collaborative partners aligned the School Keys with the research by Dr. Robert Marzano in the meta-analysis, *What Works in Schools* (2003), *School Leadership that Works*, (Marzano, Waters, and McNulty, 2003), and the Standards of the Southern Association of Colleges and Schools Council on Accreditation and School Improvement.

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



Georgia Department of Education  
Title I

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

Schoolwide/School Improvement Plan

2(c). Use effective instructional methods that increase the quality and amount of learning time.
<p><i>C. Response:</i></p> <p>Pyramid of Intervention - RTI</p> <p>Student Support Team – SST</p> <p>Academic Data Coach</p> <p>Computer Lab / Technology</p> <p><b>Assessment Standard 3: 3.1</b> <b>Performance Action 4</b></p> <p>Students not meeting standard(s) are grouped according to assessment results and are assigned to safety net instruction which occurs before, during, and after school. The after-school tutorial is considered as a means for meeting additional instructional needs. All extended learning sessions are monitored for effectiveness by analyzing data from assessments on a regular basis.</p> <ul style="list-style-type: none"> <li>●Provide after-school tutorial for to enrich reading and mathematical skills aligned to CCGPS Standards</li> </ul>

2(d). Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).
<p><i>Response:</i></p> <p>Georgia On-line Assessment (GOAS)</p> <p>Georgia Kindergarten Inventory of Developing Skills – GKIDS</p> <p>IDMS – School Net</p> <p>Data Notebooks</p> <p>Star Reading Reports</p> <p>Star Math reports</p> <p>Successmaker</p>



Georgia Department of Education  
Title I

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

Schoolwide/School Improvement Plan

Grade Level Meetings / Common Planning Time

Instructional faculty Meetings

Progress Reports & Report Cards

Common Core GPS Instructional Boards

At the beginning of each school year, teachers use test data from a variety of sources such as: Criterion referenced Competency Test (CRCT), Iowa Test of Basic Skills (ITBS), Cognitive Abilities Test (CogAT), 3<sup>rd</sup> & 5<sup>th</sup> grade Georgia Writing Assessment Tests, GKIDS, STAR Reader, STAR Math, or placement tests to focus on providing academic assistance to students in a timely manner. From this data, some students are automatically identified to receive Early Intervention Program services. From the various data sources, students that are identified as "at risk" students are addressed and supported through our English Language Learners (ELL), EIP or Special Education programs. Students also exhibiting behavioral concerns that may be slated for an academic program are supported through the Response to Intervention (RTI) process or Student Support Team (SST) process. From an on-going perspective, classroom assessment data such as: benchmarks, chapter/unit assessments, classroom observations, daily grades, etc. are used to monitor student progress. School personnel also focus on eSIS reports that provide a list of all students that receive grades below a "C" average in each academic are monthly to the Principal. Deficiencies are also recorded by the teacher for students with an average below a "C" at the time of each 4.5 week progress report period. Students that are consistently demonstrating "at-risk" behaviors due to academic, emotional, social, behavioral, and/or/speech-language problems are referred and monitored to participate in small group counseling session the Response to Intervention (RTI) and/or Student Support Team (SST) process. Teachers also observe and identify students daily that are not grasping grade level concepts to provide individualized instruction to them in small groups. This information is recorded in anecdotal notes and through the gathering of student work samples.

\*3. Instruction by highly qualified professional staff.

*Response:*

Teachers are encouraged to participate in professional learning opportunities provided at Allgood Elementary and county-wide professional development to ensure that teachers acquire knowledge regarding research-based instructional strategies that will support student achievement. In addition, teachers will focus on professional development activities based on DeKalb County School District (DCSD) initiatives such as: Understanding the DCSD Curriculum, Differentiated Instruction, the Seven Steps for Teaching and learning, Three Part



Georgia Department of Education  
Title I

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

Schoolwide/School Improvement Plan

**\*3. Instruction by highly qualified professional staff.**  
Lessons, Commentary, Guided Reading and Math, Formative Assessment and Instructional Strategies, Multiple Intelligences, Marzano’s High Yield Strategies, Discipline Strategies and other research-based instructional strategies. In addition, some teachers have chosen to work on higher degrees that will enable them to grow professionally as an educator. The teachers also participate in the PRIDE activities that are planned by the Professional Learning Department to support teachers that are within the first three years of teaching. The Title I Instructional Coach and the school-based [Literacy/Math Coach](#) also include our new highly qualified teachers in their weekly schedules to provide instructional support.

**\*3(a). Strategies to attract highly qualified teachers to high-needs schools.**  
*Response:*  
The Principal attends both job and recruitment fairs that are hosted by the DeKalb County School Board. At that time, the Principal selects from the county’s recommendations after reviewing each applicant’s qualifications. The Principal also displays an Allgood Elementary brochure at job fairs and recruitment fairs to impart knowledge and to communicate key testing data. In addition, the DeKalb County Paperless Application System (PATS) is in place for applicants to apply on line. The Paperless Application System (PATS) also ranks each applicant as highly qualified or non-highly qualified. Therefore, the Principal can then select a number of highly qualified applicants from the designated pool to interview for the posted position. From the selection, the applicants are interviewed by the Principal and Allgood’s Leadership Team. A recommendation is made by the Principal to the Human Resources Department. Once the applicant is hired, he/she is responsible for maintaining current and accurate certification by maintaining 10 hours of professional development of board mandated hours each year.. To ensure that staff members are current regarding certification, the Principal may view copies of each certified employee’s certification that is on file in the personnel department or by accessing the Professional Standards Commission’s website. The assignment of all newly hired applicants or teachers are made based on current certification information outlined by the Professional Standard’s Commission. In addition, the Human Resources Department and Professional Learning Department provide activities tied to standard orientation and events throughout the year to support teachers that are in their first three years to the DeKalb County School District.

**\*4. Professional development for staff to enable all children in the school**  
*Response:*  
Professional development in-services are held regularly at Allgood Elementary. They are based on the needs of our students, faculty, and staff. Professional Learning Community meetings are held weekly to discuss and strategize how to meet the needs of each grade level and special area teams. Focus walks are conducted by the administrative team to ensure the implementation of the standards-based instructional program. Therefore, based on collective data sources, the



Georgia Department of Education  
Title I

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

Schoolwide/School Improvement Plan

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

professional learning opportunities presented at Allgood Elementary and county-wide are provided to ensure quality instructional support for all teachers. Our focus at the school level includes a number of professional development activities in the areas of: Reader’s Workshop, Writer’s Workshop, Math Workshop, Guided Reading and Math instruction, Differentiated Instruction, The Seven Steps for Teaching and learning, Three Part Lessons, Standards-based Bulletin Boards, Commentary, Formative Assessment and Instructional Strategies, Multiple Intelligences, Marzano’s High Yield Strategies, Discipline Strategies, integrating technology as part of instruction, and other research-based instructional strategies. Teachers will also utilize professional learning communities to reinforce differentiated/evaluative instructional strategies through peer observations, professional learning community meetings, professional book studies, and grade level meetings. All of the trainings planned to support Allgood Elementary staff will assist with increasing student achievement.

Alignment to Standards:

Professional Learning Standard 1: 1.1

Teacher teams meet regularly to develop unit/lesson plans and analyze data to ensure rigor and alignment to the Georgia Performance Standards.

Performance Action 1

Teacher teams meet regularly to develop unit/lesson plans and analyze teacher assignments to ensure rigor and alignment to the Common Core Georgia Performance Standards.

- Teacher will participate in workshops (grades 3-5) to reinforce methods of teaching reading comprehension.
- Teachers will attend a pre-planning in-service and receive updated GPS information/training through utilization of “Instructional Framework for the 7steps to Teaching and Learning. Further training and implementation will continue throughout the year through a Professional Book Study and elluminate live webinars.
- Teachers will participate in training video workshops to assist and enhance delivery of math standards that deal with numbers & operations, measurement, and geometry.
- Teachers will attend workshops to view and interact to a training video on “Teaching Reading (3-5) that delivers methods of changing student reading from “learning to read” to “reading to learn.”
- Teachers will attend reading, math, & writing professional conferences to gain enhanced best practices/strategies to utilize in classrooms to assist with increasing student achievement.
- Teachers will redeliver practices and strategies to faculty.
- PLC book studies throughout the year

Professional Knowledge to Address the Root Causes:

Assessment:



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

**\*5. Strategies to increase parental involvement.**

*Response:*

Parental involvement is a key component to the academic success of students. Allgood has regular PTA Board meetings and PTA meetings to keep parents abreast of school and academic-related issues. Parents and community members are included in the Allgood School Advisory Council meet to discuss school issues, which allows parents to take part in decision making for our students. Parent opinions and recommendations are taken into account when decisions are made regarding school related concerns. The school, parents and community members work cooperatively to develop a shared vision for the decision-making process at Allgood Elementary School. The Allgood School Council meets four times a year to focus on school data and to discuss important school issues that impact school improvement. Also has scheduled Consolidated School Improvement (CSIP) Meetings to present the Consolidated School Improvement Plan (CSIP) and the action plans to the parents to empower them as parents and provided a forum for parents to collaborate with the school regarding th4e school improvement process. Many of the decisions that are addressed focus on topics such as: curriculum, staffing, scheduling, budgeting, and programs that are implemented at Allgood Elementary. The shared decision-making allows all stakeholders to reflect on factors that impact the desired goals established for our students' academic success.

**Parental Involvement Policy:**

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

**Strategies to Build Capacity for Student Support- Home/School Connection:**

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

*Response:*

**Plans for transition:**

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



## Georgia Department of Education Title I

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

### Schoolwide/School Improvement Plan

#### **Pre-K to Kindergarten**

Allgood Elementary holds a Pre-K orientation prior to the beginning of the school year to provide a smooth transition from home to a school environment. Allgood's Pre-K is housed on the same hallway as the kindergarten classes so the students will be familiar with the school layout and kindergarten teachers for the upcoming year. A similar orientation, Kindergarten Roundup, is held in May for the upcoming kindergarten class. During Kindergarten Roundup, families are given the opportunity to tour the school facilities, receive and review pertinent information, and meet to the faculty and staff.

#### **Elementary to Middle**

Students are prepared for the transition from fifth grade to middle school in various ways. Our counselor works collaboratively with the school counselors of our feeder school, Freedom Middle School, to provide a seamless transition. The middle school counselors are invited to come to Allgood and present a program designed to familiarize the fifth graders with the middle school environment. Question and answer sessions are a part of each year's transition plan. Our counselor works with the middle school counselors to organize a designated fifth grade visitation day to tour Freedom Middle School. During the tour, the students have the opportunity to meet teachers, visit classrooms, listen to middle school students share about their middle school experiences, and ask questions. Throughout the school year, fifth grade students have the opportunity to participate in activities presented through class guidance sessions, group, or individual sessions that focus on building key skills and or concepts necessary for success in the middle school setting and beyond.

#### **Early Childhood Programs**

Allgood Elementary works closely with the early childhood programs in the community to bridge a connection of communication to support our students. The communication also serves as a channel to support and encourage students that are in the Allgood attendance zone to partner with the school prior to enrollment.

#### **Special Education**

Students with Disabilities (SWD) follow their Individualized Education Plan (IEP) and may be served based on the inclusion delivery model with a resource teacher or paraprofessional. Students may also be transitioned to a smaller classroom setting with a resource teacher or participate in the pull-out model or be part of the consultative model. Students' IEP's are monitored for any necessary changes to support their educational program.

#### **English Language Learners Program**

Entering English Language Learners (ELL) students are enrolled in English for Speakers of Other Languages (ESOL) classes for additional support. The classroom teacher may appoint a 'classroom buddy' to assist with daily transitions. The International Center is an intake center for registration, testing, and placement of all international students new to DeKalb County. Students classified as International are students who were born outside of the United States and/or students who were born in the United States, but who speak English as their second language. Placement may include one of the following programs: English for Speakers of Other





Georgia Department of Education  
Title I

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

Schoolwide/School Improvement Plan

Languages (ESOL) class combined with a regular schedule for students with limited speaking abilities. The students in grades 3-12 with no English speaking abilities spend three weeks or more getting intensive English instruction.

**Support Services for Student Learning**

Support through counseling and academic advisements to enhance the academic achievement of all learners in a diverse student population is provided at Allgood Elementary School through several initiatives driven by the Counseling Department. Our counselor is committed to assisting students in reaching their potential to become effective learners. The goal of the counselor is to complement the learning environment in the classroom by using a child-centered, preventative, and developmental approach. Guidance and counseling services are in place to enhance the academic achievement of all learners, which include such options as: individual counseling, group counseling, monthly classroom guidance activities, as well as, meetings with parents and teachers to improve student success. The counselor will support parents by facilitating parent workshops throughout the year on a variety of topics. As the facilitator of our school based mentoring initiative, the counselor seeks to provide a program that focuses on caring, concerned staff members that are paired with children who are recommended by the faculty. Our students are able to benefit greatly based on the one-to-one encouragement, support, and monitoring of personal, academic, and behavioral goals. Through our work with this program, an environment has been created that allows each of our identified students to have a personal advocate at school. As a result of the advocacy, our students have flourished by improving their attendance, conduct, and grades.

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

*Response:*

Although some assessments are standard and mandatory, teachers are able to develop and/or select benchmarks or assessments based on skills covered by the Georgia Performance Standards. Diagnostic tests in reading and math are administered at the beginning of the year to identify student needs. To focus on continuous growth, diagnostic tests are given periodically to assess students' strengths and weaknesses. Each teacher receives both individualized student and class data from standardized test results such as Accelerated Reader, Placement assessments, STAR Reader, STAR Math, Georgia On-line Assessment, 3<sup>rd</sup> & 5<sup>th</sup> grade Georgia Writing Assessment Tests), Cognitive Abilities Test (CogAT), Iowa Test of Basic Skills (ITBS and Criterion referenced Competency Test (CRCT) data to determine students' strengths and areas of improvement. In addition, Pre-/Post Benchmark Assessments are given and the results of these tests are monitored to ensure that instruction is adapted to meet individual needs. Teachers are



**Georgia Department of Education  
Title I**

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

**Schoolwide/School Improvement Plan**

also given the autonomy to create benchmark tests or teacher-made tests using the test item bank in the Integrated Diagnostic Management System (IDMS). Teachers are also given the autonomy to choose State Frameworks aligned to grade level as an assessment choice. To make appropriate connections regarding students and data, teachers have opportunities such as “Data Days” and “Planning for Results” to further disaggregate the data from benchmarks, teacher-made tests, standardized test data, etc. to effectively plan and differentiate instruction for their homeroom class. Faculty and staff also engage in data conversations to guide the instructional framework for Allgood during leadership meetings.

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

*Response:*

<b>Funding Sources</b>	<b>Provide a narrative explanation of how funds will be used to support student achievement and/or school improvement in relation to the components of this plan.</b>
Federal Funds	The funds that are allocated for Allgood Elementary School reflect the federal guidelines, and are used to enhance the instructional program for the students.
State Funds	The funds that are allocated for Allgood Elementary School reflect the state guidelines, and are used to enhance the instructional program for the students.
Local Professional Learning Funds	The Professional Learning Funds are based on the CSIP Needs Assessment which reflects the professional needs of the teachers to provide appropriate instruction for the students. Funds will be utilized in the areas of reading, math, differentiated instruction, professional conferences
Partners in Education	The local community partners provide students with encouragement. Monetary rewards are not provided by the partners.

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

- Response:*
- Federal Funds
  - State Funds
  - Georgia Pre-K Lottery
  - Local Professional Learning Funds
  - Partners in Education



Georgia Department of Education  
Title I

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

Schoolwide/School Improvement Plan

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

*Response:*

**Guidance:** Briefly describe the schoolwide interventions that will be implemented, including academic and non-academic initiatives, professional learning, and parental involvement. Specify funding sources and money amounts for each. You may group activities and interventions that are broken down in other sections of this plan. For example: Professional Learning travel, site-based activities, and materials – Title I \$5,000

**Refer to CSIP Coordination and Integration of Funds Table, the responses found elsewhere in this plan that require funding, and the 2012-2013 Schoolwide Title I Budget.**

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

*Response:*  
N/A

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

*Response:*

At the beginning of each school year, teachers use test data from a variety of sources such as: Criterion referenced Competency Test (CRCT), Iowa Test of Basic Skills (ITBS), Cognitive Abilities Test (CogAT), 3<sup>rd</sup> & 5<sup>th</sup> grade Georgia Writing Assessment Tests, GKIDS, STAR Reader, STAR Math, or placement tests to focus on providing academic assistance to students in a timely manner. From this data, some students are automatically identified to receive Early Intervention Program services. From the various data sources, students that are identified as “at risk” students are addressed and supported through our English Language Learners (ELL), EIP or Special Education programs. Students also exhibiting behavioral concerns that may be slated for an academic program are supported through the Response to Intervention (RTI) process or Student Support Team (SST) process. From an on-going perspective, classroom assessment data such as: benchmarks, chapter/unit assessments, classroom observations, daily grades, etc. are used to monitor student progress. School personnel also focus on eSIS reports that provide a list of all students that receive grades below a “C” average in each academic are monthly to the Principal. Deficiencies are also recorded by the teacher for students with an average below a



**Georgia Department of Education  
Title I**

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

**Schoolwide/School Improvement Plan**

“C” at the time of each 4.5 week progress report period. Students that are consistently demonstrating “at-risk” behaviors due to academic, emotional, social, behavioral, and/or/speech-language problems are referred and monitored to participate in small group counseling session the Response to Intervention (RTI) and/or Student Support Team (SST) process. Teachers also observe and identify students daily that are not grasping grade level concepts to provide individualized instruction to them in small groups. This information is recorded in anecdotal notes and through the gathering of student work samples.

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

*Response:*

- GKIDS
- Progress Reports & Report Cards
- ITBS
- CRCT
- CogAT
- STAR Reading and STAR Early Literacy
- STAR Math
- Successmaker
- Student Portfolios
- Common Assessments
- Conference Logs
- Writing Tests for 3<sup>rd</sup> Grade and 5<sup>th</sup> Grade
- Pyramid of Intervention
- Teacher Observations & Walk-throughs
- Focus Walks

Student progress is documented throughout the school year and regularly reviewed by school administration. The administrative team reviews the results from the benchmark item analysis submitted by each teacher as well as the class summary. The leadership team provides training and support to teachers about concerning differentiated instructional strategies to meet individual student needs. Teachers are required to gather work samples and complete paperwork needed for the Response to Intervention (RTI) and/or the Student Support Team (SST) process. Parents are notified of the Level I and Student Support Team (SST) meetings to ensure effective channels of the home-school connection process that supports each child’s academic success. Parents are notified of students’ academic progress through the provision of weekly couriers, progress reports, agenda planners, report cards, and parent-teacher conferences. Students that are consistently demonstrating “at-risk” behaviors due to academic, emotional, social, behavioral, and or/speech-language problems receive referrals and are monitored by the Response to



Georgia Department of Education  
Title I

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

Schoolwide/School Improvement Plan

Intervention (RTI) and/or Student Support Team (SST) committees.

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

*Response:*

[Response to Intervention – RTI](#)  
[Allgood’s Instructional Bootcamp](#)

Teachers are provided training regarding data analysis and the identification of student difficulties through professional learning meetings facilitated by our Principal, Assistant Principal, Counselor, School Psychologist, Title I Instructional Coach, and the Literacy Coach. The professional development opportunities are addressed as whole group presentations, grade level meetings, study groups, professional learning communities, and in a one-on-one format. Students experiencing difficulties are identified based upon various assessment test data such as: Iowa Test of Basic Skills (ITBS), Criterion referenced Competency Test (CRCT), GKIDS, , Cognitive Abilities Test (CogAT), 3<sup>rd</sup> & 5<sup>th</sup> grade Georgia Writing Assessment Tests, benchmark assessments, and other instructional information. The teachers are given opportunities to disaggregate data results to guide and enrich classroom instruction. Through the disaggregation of data, teachers prepare Level I plans for students identified as “at-risk”. In addition, teachers plan flexible groups and sub-groups based upon formative assessments and informal observations. The Response to Intervention (RTI) and Student Support Team (SST) Committee members, Counselor, and School Psychologist provide training to address appropriate responses to interventions available based upon the Pyramid of Intervention. Teachers have the opportunity to be supported by intervention committees to review data, reflect on the progress monitoring data, and discuss the implementation of strategies for improvement of students in the Response to Intervention (RTI) and/or Student Support Team (SST) process. Representatives from each grade level along with special area teachers will also receive additional training via webinars for Response to Intervention (RTI) support.

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

*Response:*

[Home & School Compact](#)  
[Parental Involvement Policy](#)



Georgia Department of Education  
Title I

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

Schoolwide/School Improvement Plan

Parent Volunteers

Progress Reports & Report Cards

During parent-teacher conferences the teachers review benchmark test and portfolio samples of course work. Teachers share the instructional framework, the Level I Plan, and/or safety nets that are in place for the child. Allgood Elementary offers the Bridging the Gap After-school Tutorial Program in the fall semester and the Title I After-school Tutorial Program to support students during the spring semester. All Level I students or "bubble students" are given first priority to participate in the Allgood After-school tutorial program. In addition, teachers are encouraged to extend an invitation to students who may need additional instructional support based on teacher observations or students that have no supporting documentation regarding standardized test scores. In addition to our Allgood Title I Tutorial Program, many teachers offer additional after school support to students based upon students' individual needs. As an additional academic support system, Allgood Elementary offers an Allgood Afterschool Extended Day (ASEDP) Program that provides instructionally focused assistance and homework support to students throughout the year. Another opportunity afforded to our "at risk" students is the Allgood Allstar Mentoring Program, which provides one-on-one support to students for academic success. When parents meet with parents during conference, they are afforded reading and math strategies that can used to support their child(ren) at home. In addition, the parents are invited to participate in planned the six Title I Parental Involvement opportunities developed for Allgood Parents based on the feedback representative of our Title I Parent Involvement Surveys.

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

*Response:*

Upon receipt of assessment data at the county level, the administrators are advised of the results via county personnel. Our administrators share this data with teachers. The teachers, in turn, present the information to parents during individualized conferences. The data regarding the overall perspective of Allgood's academic status is presented multiple times in the year aand in different forums. The Principal provides parents with all test data when school opens during the Annual Title I State of the School Address. The data room has also been established to display assessment data in graphic form in order for all stakeholders to be aware of our current progress. Each year, a Title I Parent Meeting is conducted to focus on testing strategies and data interpretation.

Various opportunities are afforded to our parents and community stakeholders to keep them



## Georgia Department of Education Title I

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

### Schoolwide/School Improvement Plan

informed. Allgood Elementary addresses the interpretation and articulation of assessment results to stakeholders in various events, which include parent teacher conferences, home school communication, Parent Teacher Association meetings, Grade Level Parent meetings, and Curriculum Night. In addition, various mediums such as standardized test interpretation guides for Iowa Test of Basic Skills (ITBS), Cognitive Abilities Test (CogAT), Criterion Reference Competency Test (CRCT), and Georgia Kindergarten Inventory Assessment (GKIDS) are afforded to our parents and community stakeholders to keep them informed and to deepen their understanding regarding test results of their child. To support test results, the district provides schools with parent letters written in the many languages that are representative of demographics within our district.

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

*Response:*

- Data Notebooks
- Student Profile Sheets
- Data Days
- Data Room

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

*Response:*

“The Georgia Department of Education provides disaggregation of data assessment; therefore, the disaggregation results are valid and reliable.”

13. Provisions for public reporting of disaggregated data.

*Response:*

The results of the disaggregated standardized test data is made available to the parents and community via our school website. The website includes success in achieving Annual Yearly Percentage (AYP) for the school year. The PTA and administrative newsletters also communicate current testing information to parents and community. The data room is available for public viewing during school hours. A hard copy of the Consolidated School Improvement Plan (CSIP) is also provided in our media center for parent and community viewing.



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

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

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

*Response:*

“Although the initial plan was developed within a year, the plan will be revised each subsequent year.” This is simply an affirmation that your SWP was developed within the year. The review process is conducted annually.

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

*Response:*

The process used to develop our plan is as follows:

A committee of seven teachers was formed, including two administrators, one counselor, one media specialist, one Title I teacher, two Early Intervention Program specialists and one classroom teacher. The committee was charged with assessing the needs of the learning community, teachers, parents, students, businesses, and community stakeholders. The committee conducted a Comprehensive Needs Assessment. The surveys were given to parents, students, and Allgood staff to assess their impressions of the educational experience at Allgood. The committee utilized weekly after-school opportunities to discuss and craft the needed assessment throughout the 2012-2013 school year. The strategic Planning team met the end of May to revisit our Consolidated School Improvement Plan (CSIP) to address our data and to reflect on changes that needed to be addressed. At the onset of the school year, faculty and staff had the opportunity to designate a committee of choice serve as a committee participant. Committee members were given specific duties and tasks pertaining to the update of the Consolidated School Improvement Process (CSIP). The information gleaned from the committee members gave the committee direction for the revision of the plan to impact school-wide achievement. From there, subsequent meetings have yielded meaningful discussions about school needs and innovative ideas supported by best practices research directed toward school excellence. The process used to disaggregate information and to identify areas of need were based on the eight strands of the Georgia School Keys.

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

*Response:*

- School Website





**Georgia Department of Education  
Title I**

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

**Schoolwide/School Improvement Plan**

- Parent Resource Center
- Main Office
- Correspondence sent home with students
- PTA events
- School Council meetings

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

*Response:*

“Translation or interpretation of the plan, to the extent feasible, shall be provided for any language that a significant percentage of the parents of participating students in the school speak as their primary language.”

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

*Response:*

“The Schoolwide Plan is subject to the school improvement provisions of section 1116.” AND  
“The Schoolwide Plan is based on the needs assessment of the school. This document provides the framework for improving academic achievement. Teachers and administrators refer to this document when planning for student instruction as well as professional development.”