



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

| <b>SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE</b>  |                                     |  |
|---|-------------------------------------|--|
| <b>School Name:</b> Middle Ridge Elementary   |                                     | <b>District Name:</b> Newton                 |
| <b>Principal Name:</b> Rhonda Battle  |                                     | <b>School Year:</b> 2017-2018                |
| <b>School Mailing Address:</b> 11649 Covington Bypass Rd. Covington, Ga. 30014                          |                                     |  |
| <b>Telephone:</b> 770-385-6463  |                                     |  |
| <b>District Title I Director/Coordinator Name:</b> Dr. Shelia Thomas                                    |                                     |  |
| <b>District Title I Director/Coordinator Mailing Address:</b> 2109 Newton Drive NE, Covington, GA 30015 |                                     |  |
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| <b>ESEA WAIVER ACCOUNTABILITY STATUS</b>  |                                     |  |
| (Check all boxes that apply and provide additional information if requested.)                           |                                     |  |
| <b>Priority School</b> <input type="checkbox"/>   |                                     | <b>Focus School</b> <input type="checkbox"/> |
| <b>Title I Alert School</b> <input type="checkbox"/>  |                                     |  |
| <b>Revision Date:</b> June 2, 2016  | <b>Revision Date:</b> July 15, 2017 | <b>Revision Date:</b> 8/24/17                |



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SWP Template Instructions

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



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**Planning Committee Members:**

| <b>NAME</b>      | <b>MEMBER'S SIGNATURE</b> | <b>POSITION/ROLE</b>         |
|------------------|---------------------------|------------------------------|
| Rhonda Battle    |                           | Principal                    |
| De'Wanda Chester |                           | Assistant Principal          |
| Odia Hinds       |                           | Counselor                    |
| Lisa Spencer     |                           | Para-Professional            |
| Amy Thomas       |                           | Special Areas-Music          |
| Janice Baulkmon  |                           | Instructional Coach          |
| Melissa Brown    |                           | Behavioral Clinician         |
| Tabitha Stanford |                           | Kindergarten Teacher         |
| Debra Rivas      |                           | First Grade Teacher          |
| Tara Ellis       |                           | Second Grade Teacher         |
| Patricia Isom    |                           | Third Grade Teacher          |
| Lerbretha Smith  |                           | Fourth Grade Teacher         |
| Candice Davey    |                           | Special Education<br>Teacher |
|                  |                           |                              |
|                  |                           |                              |
|                  |                           |                              |



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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).

*Response:* **SEE THE COMPREHENSIVE NEEDS ASSESSMENT**

2. Schoolwide reform strategies that:

*Response:*

- are directly tied to the comprehensive needs assessment
- are scientifically researched based
- are based upon effective means of raising student achievement.
- use effective instructional methods that increase the quality and amount of learning time.
- develop opportunities for all children in the school to meet or exceed Georgia’s Standards of Excellence.
- 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 school improvement plans

2(a) 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:*

To provide opportunities for all children to meet the state’s proficient and advanced levels of student academic achievement, Middle Ridge Elementary School uses the researched based Georgia curriculum guidelines, which identify important concepts students are expected to know for each subject area and at every grade level. All grade level teachers utilize the Georgia Department of Education’s Georgia Standards of Excellence (GSE), Georgia Performance Standards (GPS) and Frameworks to guide instruction and target student learning expectations in all subject areas. The Georgia Standards of Excellence set forth clear expectations of essential knowledge and skills students need for each subject area. By using these performance-based objectives, instruction is differentiated to best meet the needs of all students. Learning Focused School strategies are also used to support learning in all areas of instruction.

- Middle Ridge Elementary School teachers utilize the Phonics kits, Next Step Guided Reading, Traits Writing, and county unit plans. These research-based programs encompass all areas of literacy and address the six components of a balanced reading program. These programs link classroom instruction with everyday experiences, authentic literature, and all other areas of the curriculum. County-developed and school level units that coordinate the Next Step Guided Reading with



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2(a) 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).

Learning Focused strategies and the Georgia Performance Standards are also used. This provides useable and clearly organized units that incorporate all the elements needed to provide effective student instruction. Middle Ridge provides opportunities for all children to meet the state's proficient and advanced levels of student academic achievement for ELA/Reading through:

- Next Step Guided Reading program – program that provides reading assessments and strategies for reading instruction
  - Traits Writing – supplemental writing program used for grades K-5
  - Reading instruction using leveled Guided Reading texts – group sets of Scholastic leveled texts are available for reading instruction
  - Daily 5 and Cafe' – structure for teaching ELA, Reading, and Writing
  - Needs based phonics kit – phonics kit that systematically provides phonics skills and resources for instruction
- Middle Ridge Elementary School teachers use EnVision and the Georgia Department of Education Math Frameworks and Exemplars to provide students with practice of math concepts using many hands-on experiences that enable students to gain mastery of crucial mathematical skills. EnVision Math also incorporates opportunities for students to work in a variety of cooperative learning situations and provides each student with internet access to many resources that can be used at school or home.
    - Calendar Time/Number Corner is an instructional program for grades K-2
    - math talks (promote mathematical discourse), subtilizing for number sense,
    - Mathematics problem solving through exemplars.
  - Middle Ridge Elementary School uses Houghton-Mifflin Science and Harcourt Social Studies and Health. These materials facilitate student learning and promote investigation of the world around them. A county-provided curriculum map helps to align units of study in these areas with the Houghton Mifflin reading experiences. It also ensures that transient students experience continuity in instruction when they move to other schools within Newton County.
  - Middle Ridge provides other opportunities for all children to meet the state's proficient and advanced levels of student academic achievement by:
    - Utilizing researched based instructional practices in all content areas to enhance and promote student learning
    - Common planning for teacher to create formative and summative assessments
    - Professional Learning Communities to analyze data promote flexible learning strategies vertically and on grade level
    - CC On-line Pensive - tool for immediate student feedback for the purpose of creating flexible instructional groupings
    - Virtual Field Trips – increase exposure to the world and build background knowledge
    - Modeling behaviors – teacher modeling correct behavior for classroom expectations
    - Ongoing behavioral/classroom management professional development for teachers
    - Attendance Groups and Class competitions to increase attendance Social Skills Groups,



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2(a) 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).

Conflict Resolution Groups, Coping Skills Group, Goal Setting Group to decrease discipline problems disrupting instruction

2(b) Use effective methods and instructional strategies that are based on scientifically based research that:

- strengthen the core academic program in the school.
- include strategies for meeting the educational needs of historically underserved populations

*Response:*

**Professional Learning**

- Professional Learning: MRES utilizes a full time Title I Instructional Coach to provide teachers with professional learning opportunities in each core content area. The instructional coach supports teachers as they refine and construct their teacher “tool box” with research based instructional strategies. The coach also provides teachers with support through coaching cycles that occur on each grade level, small group or on an individual needs basis to increase student achievement. The instructional coach will provide professional learning for teachers to address classroom best-practices and root causes that impact our student achievement.
- Data Driven Instruction: Teachers will meet as a grade-level with the instructional coach and administrators to plan targeted instruction based on student needs.
- Classroom Management Professional Development to establish consistent classroom expectations, management techniques to improve instruction, train teachers in developing student social/coping skills/conflict resolution to decrease number of bus incidents and increase student attendance.
- Increasing student achievement through building positive student/teacher relationships and increasing students’ intrinsic motivation for learning. Professional development, specifically a book study, pertaining to educating students from poverty.



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### ELA/Reading

- Daily 5 and CAFÉ is a framework which promotes goal setting, data tracking, and strategic reading skills based on several factors of students' learning including preference, reading ability and background knowledge. We will use iRead and MobyMax as well as other computer-based programs to increase foundational reading skills and integration of technology in the classroom.
- Reading A-Z delivers research-based leveled reading printable resources at developmentally appropriate levels for the K-5 learning environment. Reading A-Z also gives students' independence and ownership while support the teaching of important reading foundations, including the alphabet, phonological awareness, phonics, high-frequency words, and fluency.

### Math

- Implementation of CRA (concrete, representational, abstract) model is a strategy to help build student's mathematical knowledge by using manipulatives to move students from the concrete understanding to abstract understanding.
- Mathematics number Talks is a short, ongoing daily routine that provides students with meaningful ongoing practice with computation. Teacher made resources will be used to create the tools needed to help students develop computational fluency and to understand number relationships and the structures of numbers to add, subtract, multiply and divide.

### Parent and Family Engagement

- Parent Involvement: MRES utilizes the efforts of Title I Parent Contacts to serve as the liaison between the school and district. The Title I Contacts will assist the principal in conducting the necessary requirements to maintain compliance in coordination with Title 1 guidelines. In addition, the Title 1 Contacts will lead the Family Committee, teachers and staff members, to coordinate and plan parental involvement resources and activities throughout the year.
- We will utilize the efforts of the Title I Parent Contacts to serve as the liaison between the school and the district. The Title I Parent Contacts will be used to assist the principal to carry out the requirements of the Parent Involvement Program in order to provide parents with academically based strategies, resources, materials, and tools to help support parent involvement beyond the school day.
- We will provide trainings build capacity for educators to implement and coordinate parent programs, and build ties between parents and the school by purposely planning data-driven meetings that are linked to learning, developmental, relational, collaborative, and interactive.
- We will offer joint trainings for parents and teachers in the efforts to develop stronger partnerships for a shared responsibility for our children. This is an opportunity for us to engage in effective partnerships that support student achievement and development and the improvement of our school.
- We will include opportunities during our faculty meetings to review tip sheets and handouts that shares



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existing research on how we can build our capacity to engage in partnerships without our parents to bridge the gap between home and school.

**Instructional Technology**

- Laptops will be used to promote student engagement to personalize student learning and provide proven academic support through practice, immediate feedback, and built-in remediation to improve students' performance in the areas of ELA and Math through the use of several learning software programs. Laptops are also a way that teachers can promote critical thinking skills through research, communication, project-based learning through hands-on and engaging ways. Laptop Carts will be used to charge and store the laptops for immediate and ongoing student use.
- Moby Max, computer software program, will be purchased and utilized to increase math fluency and basic numeracy understanding of students. The program will track students' progress and provide critical data needed to set goals and monitor students' achievement.
- Listening Centers are designed to strengthen phonological and phonemic awareness in Primary grades and to build phonics/decoding skills in elementary grades for struggling students. We will use RazKids to address the needs for this population of students. RazKids for Reading are digital delivered online books. The program provides meaningful online reading practice on computers and mobile devices with hundreds of leveled books and corresponding quizzes offered at 29 levels of reading difficulty that encourages close reading skills and the reading and writing connection with interactive tools and constructed response quiz questions.
- BrainPop Software is utilized to access videos, games, quizzes, graphic organizers and, lesson plans to extend ELA/Reading and Math lessons. Teachers can progress monitor and receive real-time data to determine the next instructional steps for their students. Teachers will use the components to activate the learning process, give quizzes to check for understanding, and to provide whole class and small group instruction to make real-world connections to the standards.

- 2(c) Use effective instructional methods that increase the quality and amount of learning time.
  - o increase the amount and quality of learning time, such as providing and extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum

*Response:*

We will increase the amount and quality of learning time by

- offering students who need academic support entry in the 21<sup>st</sup> Century After School Academic Program and Summer Camp
- utilizing EIP services to support students in the areas of reading and mathematics
- utilizing a Title I teacher to support students in the area of reading
- incorporating differentiation strategies in the classroom including learning styles, product, process and flexible grouping





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- best practices will be implemented including research based instructional strategies, technology integration, and PLC's for collaboration
- The Title I Class size Reduction Teacher (CSR) teacher is to effectively implement research-based instructional strategies in a smaller class setting. The CSR Teacher will be able to provide differentiated instruction, implement strategies to promote higher order thinking skills, infuse high quality writing across the curriculum, and make instructional adjustments to meet the needs of the students. Utilizing the Concrete/Representational/Abstract (CRA) model of teaching standards based mathematics (including the use of exemplars and framework tasks) can be more effectively done with smaller classes.
- Before/Afterschool Tutoring will be offered to 3-5 grade students who are identified as struggling in the areas of Reading and Math. Students will be given the opportunity to receive additional instruction two days per week from September-May.

2(d) Must include documentation to support that any educational field trip used as an instructional strategy is aligned to the comprehensive needs assessment found in the school-wide plan and must be connected to the support of assisting students to achieve proficiency or advanced status in relation to the State Academic content standards. Documentation must be provided during the budget approval process. Required based on FY12 US ED monitoring.

*Response:*

Title I funds will not be used for the assistance with or for field trips.

2 (e) 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; and

*Response:*

Currently at MRES we offer several special service programs that are not Title 1 funded. These programs include:

- College and Career Readiness Career Day- student lead through the Newton County Career Academy and MRE's counselor
- College and Career Awareness portfolios
- R.E.T.U.R.N. Mentoring Program
- School-based behavioral health clinician

Target populations from the above programs receive the following:

- Interventions on needs based small groups using targeted guided reading materials, phonics kits, behavioral support groups, and attendance support groups
- Support which provides additional individual or small group interventions in the content identified as weaknesses

Students with disabilities receive all of the opportunities listed in the first section and the following:

- Co-teaching classroom models which allow the Special Education teacher or paraprofessional to work within



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the classroom with the students

- Consult services for those students identified through their IEP
- Resource services for those students that are more intense, small group instruction as identified through their IEP
- Para support for additional guidance within the regular educational setting

2(f) Address how the school will determine if such needs have been met; and

- Are consistent with, and are designed to implement, the state and local improvement plans, if any.

*Response:*

Approximately 682 (92%) of Middle Ridge Elementary School students are economically disadvantaged. Students who are economically disadvantaged have the opportunity to participate in the free and /or reduced lunch program. Faith-based, civic, and community organizations also provide school supplies, clothing, food, and other supplies needed to help support students who are economically disadvantaged. At risk students are served through supplemental programs such as intervention blocks, paraprofessional support, special education services, and mentoring services. There are students who are currently classified as homeless. The needs of all students will be addressed and met using disaggregated data and aggregate students' performance in correlation to content domains and descriptors. Data collected through formative and summative assessments, as well as student work samples, will be analyzed as a vehicle to drive differentiated instruction which is focused on the individual student. Mentors and Five Star Families volunteers will serve as supports to encourage students who are low achieving.

3. Instruction from highly qualified professional staff

*Response:*

We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. The Newton County School System monitors the HiQ assignment of all teachers considering student demographic information for each school. It is the intention of the school system to provide students with highly qualified teachers at each site and ensure that there is an equitable distribution of teachers. At the time of hire, each principal completes a remediation plan for teachers who are considered "Not Highly Qualified". Teachers with a remediation plan are required to provide information relative to their progress toward becoming Highly Qualified. A component of the plan requires the principal and teachers with a remediation plan to meet three times during the course of the school year to monitor teacher progress toward attainment of HiQ status. Teachers are reimbursed using Title II A funds when they pass the appropriate GACE. Additionally, teachers who are seeking certification in critical areas and participate in the Georgia TAPP program receive one half of their TAPP tuition throughout the TAPP-until completion of the program; finally, teachers participate in a variety of professional learning activities to assist in attainment of "Highly Qualified" status.

MRES's administrators and coaches monitor classroom instruction very carefully through the use of walk-throughs, the Teacher Keys Effectiveness System (TKES), grade level meeting minutes, Tier 2 and Tier 3 intervention meetings, Individual Education Plan meetings, 504 meetings, and attendance of PBIS meetings.



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A variety of professional development activities are offered to ensure that teachers continue to stay abreast of the most recent instructionally sound research based strategies and practices. Many staff members are currently enrolled in earning their advanced degrees.



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### 3(a) Strategies to attract high-quality highly qualified teachers to high-need schools.

*Response:*

The administrators of Middle Ridge Elementary School use many strategies to attract HiQ staff. Teaching positions are posted on the Newton County School System website as well as Teach Georgia. Administrators and staff participate in system and regional sponsored job fairs and attend professional association meetings. Student teachers who demonstrate exceptional skills during their student teaching internship at Middle Ridge, or a trusted school in county, serve as a prime source for attracting highly qualified teachers. Potential candidates are interviewed by a team that includes teachers and administration to include current staff in the selection process. Once hired HiQ staff receives support through the Building Excellence and Support for Teachers (BEST) program. The BEST program was designed by Newton County teachers and administrators to address the induction, retention, and professional development of highly qualified teachers. The BEST program provides support for teachers new to the profession and teachers new to Newton County with support, mentoring, and professional development.

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

*Response:*

4(a) We have included teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs.

Middle Ridge Elementary School strives to include teachers, administration, and paraprofessionals. If appropriate, pupil services personnel, parents, and other staff in our staff development may also address the root causes of our identified needs. TKES formative and summative evaluations demonstrate positive gains in instructional practices throughout the school. SMART goals for the school, administrators, teachers, paraprofessionals, and staff are aligned with the comprehensive needs assessment data collected. Teacher professional learning days and early release days will provide ample opportunities to design and implement professional learning opportunities. Additional opportunities for PD occur daily during PLCs or after school during staff development meetings.



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

| <b><u>PRIORITIZE</u></b><br>Rank Major Needs that will be addressed in Title I Program Implementation | <b>ROOT CAUSE(S)</b>  |
|---|---|
| 1. Math   | <ul style="list-style-type: none"> <li>• Lack of teacher knowledge as to how to motivate/ connect with students</li> <li>• Unstructured number talks and implementation of CRA instruction</li> <li>• Limited teacher knowledge and understanding of concepts</li> <li>• Lack of summarizing</li> <li>• Lack of mathematical discourse in the classroom</li> <li>• Lack of use of technology to set goals and utilize data for differentiation</li> </ul>   |
| 1. ELA/Reading  | <ul style="list-style-type: none"> <li>• Lack of teacher knowledge as to how to motivate/ connect with students</li> <li>• Limited opportunity for reading leisurely or for learning</li> <li>• Lack of integration of non-fiction text across curricula</li> <li>• Lack of technology integration</li> <li>• Lack of exposure to high level questioning and content integration</li> <li>• Poor phonics skills</li> <li>• Lack of professional knowledge about reading progressions and Lexile</li> <li>• Low speaking, listening, and writing skills</li> <li>• Limited time analyzing writing exemplars</li> <li>• Lack of writing across curriculum</li> <li>• Little or limited consistency in expectations</li> </ul> |
| 2. Discipline   | <ul style="list-style-type: none"> <li>• Lack of teacher knowledge as to how to motivate/ connect with students</li> <li>• Lack of expectation and importance of safety</li> <li>• Lack of knowing how to provide structure and consistent discipline plan</li> <li>• Lack of recognition of appropriate behaviors</li> <li>• Limited models or role playing of expected behaviors</li> </ul>   |

Professional learning for math fact fluency and application will include:

- Math fact strategies
- Mathematical rich contextual problems (planning with purpose)



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

- Number Talks/Number Corner
- ST Math
- Moby Max
- Researched based instructional strategies including CRA, CGI, and problem based learning

Professional learning for comprehension and Lexiles will include:

- Daily 5 and CAFÉ building strategies
- Authentic Literacy (students writing, reading, and discussing throughout the curriculum)
- Increasing students’ intrinsic motivation to learn-book study: Educating Esme’
- Effective Lesson Planning- understanding/implementing the Gradual Release Model
- Phonics Kits
- Lexile Level Knowledge
- Research based instructional strategies

Professional learning for grammar will include:

- Integration of explicit grammar instruction through workshop model
- Mentor sentences

Professional learning for discipline/P.B.I.S will include:

- Positive behavior intervention and prevention strategies
- Embedded classroom observations, models, and feedback
- Development and implementation of 2<sup>nd</sup> Step Program

4(b) We have aligned professional development with the State’s academic content and student academic achievement standards . . .

| <b>Professional Development:</b> | <b>Participants:</b> | <b>Location</b> |
|----------------------------------|----------------------|-----------------|
| RBIS (FIP)                       | School-wide          | MRES            |
| PBIS                             | School-wide          | MRES            |
| Direct Vocabulary Instruction    | School-wide          | MRES            |
| Writing across the curriculum    | School-wide          | MRES            |
| Gradual Release Model            | School-wide          | MRES            |
| Authentic Literacy               | School-wide          | MRES            |
| Students’ Intrinsic Motivation   | School-wide          | MRES            |

4(c) We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems.

- One full time instructional coache will provide professional development for academic areas that have been identified as part of our comprehensive needs assessment plan.
- Teachers will have a 45 minute common planning each day to allow opportunities for collaboration and professional development.
- Title 1 funds will be utilized to acquire needed professional development tools at the school level as needed.



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

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

Middle Ridge Elementary includes all teachers, paraprofessional, and other staff member in professional development to enable all members of the team to be informed of students' achievement and the goals of our instruction program. Professional development will focus on identified needs and be addressed during weekly grade level data talks whereby root causes and strategic plans are devised to increase student achievement.

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

*Response:*

5(a) We will involve parents in an organized, ongoing, and timely way with the planning, review, and improvement of our schoolwide programs. We will also review and revise our parental involvement policy, school-parent compact, and parental involvement budget by inviting parents to attend our annual Title I feedback meeting. Additionally, parents can provide input and comments regarding this plan during the school year through parent meetings and Principal talks offered quarterly. The plan is posted on our school's website to view; parents are encouraged to provide feedback during the school year. All feedback received during the year will be used to revise the plan for the next school year. Parents are also asked to participate in an annual online survey to provide suggestions on the policy.

5(b) We will update the school parental involvement policy periodically to meet the changing needs of parents and the school and distribute it to the parents of participating children and make the parental involvement plan available to the local community, by hosting an annual revision and developmental meeting where all stakeholders are invited to give input and feedback on the policy and by providing parents a copy of the parental plan at beginning of the school year. The plan is sent home with all Middle Ridge Elementary students in their Thursday folders. As new students enroll front office staff will provide parents with a packet that include all Title I documents. Parents can also access a copy of the plan in the front office, on the school website, or in the Parent Resource Center.

5(c) We will conduct an annual meeting, at a convenient time, to inform parents about the school's Title I program, the nature of the Title I program, the parents' requirements and the school's Parent and Family Engagement Policy, the schoolwide plan, and the School-Parent Compact and encourage



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and invite all parents of participating children to attend by sending home flyers that give parents several options to attend our annual parent orientation and/or to receive the information shared. We will communicate using multiple methods including flyers with available services with each student with each student, school messenger and via the school's website and additional reminders.

5(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 related to parental involvement by informing parents of meetings in advance with RSVP meeting flyers and parental surveys. Meetings will be held in the evening beginning at 6:00 pm. However, additional meetings may be offered based on parents' needs and feedback at varying times throughout the school year including morning sessions and afternoons.

5(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 hosting events, Title I parent orientation, academically based meetings, and workshops that build capacity for strong parental involvement to support a partnership among the school, parents, and the community to improve student academic achievement based on parent feedback from each Title I meeting.

5(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 by conducting annual Title I Parent and Staff Orientations and Revision/Feedback Meetings. This feedback will be used to revise and development new Title I documents. The Title I School-Parent Compact will be posted on the school website, distributed to parents at the beginning of school and in Title I packets, which are available at the front desk of the school. A copy of the school-parent compact is shared at our parent conferences in the efforts to build partnerships with parents for student achievement.

5(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 by hosting a curriculum night whereby teachers, administrators, and staff provide parents with critical information pertaining to curriculum, instruction, and assessments. Parent conferences will be conducted at a minimum of twice a year and parents may request a conference at any time. Parents may monitor students' progress through the Infinite Campus portal as well as completed work sent home in Thursday folders, and report cards quarterly.

5(h) We will provide materials and training to help parents to work with their child to improve their





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child’s achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by providing access to the Parent Resource center during school hours, family events, and after school. Resources will include and is not limited to brochures of various topics, academic support, and information about upcoming workshops and trainings.

5(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 providing quarterly trainings for staff development on parent and family engagement practices and academic strategies to support learning at home and by hosting joint trainings with parents in the efforts to build effective family-school partnerships.

5(j) We will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Even 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, by providing parents with a list of upcoming Title 1 events and resources available in the MRES Parent Resource Center. Also, there will be scheduled school tours and planned activities for parents and local Head Start Programs

5(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, by providing Title 1 documents and other information in parents’ native, spoken language.

5(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, by offering assistance when parents request transportation, offer documents in parents’ native tongue, and meeting with parents upon request for explanation of the Title 1 plan.

6. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

*Response:*

Transitions to Pre-K through 5<sup>th</sup> Grade

A. Smooth transitions are essential for continued growth and academic achievement. To ensure all students are provided opportunities for smooth transitions several strategies are in place to



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enable all students the opportunity to succeed academically. Prior to entering Pre-K, many students attend daycares, Head Start, or Babies Can't Wait Programs. The school has partnerships in place to notify parents of Pre-K registration for lottery funded classes. Registration for Pre-Kindergarten is advertised via the school marquee, flyers, newspaper, and school newsletter. Families of children served in the Babies Can't Wait Early Intervention Program participate in transition planning meetings that are coordinated by that agency. Pre-K students are assessed using developmental skill checklists to identify students who may have special needs such as speech, learning disabilities, etc.. to promote early interventions and assist in the transition to kindergarten. Kindergarten Roundup provides an activity bag with demonstrations for parents on how to use the activities to as they help their child become prepared for Kindergarten in the fall.

### Transition to Middle School

- B. Fifth grade students and parents are provided with multiple opportunities for a smooth transition to middle school. Students visit their prospective middle school for a day to become acquainted with the middle school setting. Parents are given written information as well as an orientation session at the middle school to provide vital information for upcoming sixth graders. MRES also hosts an informational meeting to inform parents of the expectations for middle school and transitional camp day offered before the start of the new academic school year.

### Transition from Private Schools and Enrollment throughout the School Year

- C. Students who enroll at Middle Ridge form private school or after the start of the school year are provided an orientation to the school, including a tour of the facility, Title 1 packets, school information and policies about dress code, expectations, and any parent questions are addressed during this time. Students entering public school from the private school setting are given a test for grade level placement. Students are then introduced to their new teacher(s) and assigned a buddy to assist in the transition to their new setting.

- 7. 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:*

- A. The ways we include teachers in decision regarding use of academic assessment are:
  - a. Teachers are provided with access to a variety of data collection tools and platforms including but not limited to Illuminate, IOWA,SLDS, EOG, GKIDS, Informal Phonics Assessments, students records on Infinite Campus.
  - b. Teachers maintain student artifacts and data in a Pensieve that houses multiple data points collected through various methods of assessments included standardized testing, common assessments, and teacher observation. All data is considered and utilized in making data driven decisions including special services.
  - c. Moby Max will serve as an online data collection program for all students throughout the year in all content areas. Data collected will assist in creating individual learning goals for students.

- 8. Coordination and integration of federal, state, and local services and programs, including



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programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training

*Response:* Every reasonable effort is made to administratively coordinate and integrate federal, state and local programs in order to support student learning for all students. Coordination and integration may involve combining service eligibility criteria and funding streams, where legal and feasible. Following are descriptions of various funding sources that will be used to sustain the implementation of programs at MRES.

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

- Response:*
- Title I – pays Title I teacher’s salary; purchases instructional and technology materials – See 8 B - Title I Budget Justification
  - Title II- A Teacher Quality Program – ensures that all teachers meet the highly qualified requirements of No Child Left behind
  - Title II-D Technology – provides opportunities to expand technology inventory
  - IDEA, Part B – provides professional development for all teachers; employs special education teachers; provides related services
  - Title VI Instructional Support – supplements state and local funding available to address the needs of at risk students and underachieving subgroups
  - Statewide K-8 Reading and Math Program – provides extended learning opportunities for students not mastering grade level standards; purchases materials for students needing intervention in Tier II and Tier III of the Pyramid of Intervention
  - State Funds – funds EIP services and teacher salaries
  - Additional State Funds – pay for 3 state funded Pre-K classes

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

*Response:*

| Title I Part A Line Item<br>Expenditures -<br>Description of<br>Expenditures | Strategies from Component 2  | Evaluation<br>Did it work or not?<br>How do you know that<br>this purchase benefit<br>your program?<br>Include Data Source |
|--|--|--|
| Instructional Coach  | Instructional Coach will facilitate Professional Learning Communities to ensure high expectations across the grade levels using common lesson plans, common assessment, and data analysis. |  |
| Title I Paid Staff Salaries and Benefits                                     | Classroom reduction size teachers, Instructional Coach, and Title I Reading Supplemental Teacher   |  |



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| Title I Parent Contact Stipend                        | MRE's Title I Contacts will serve as the liaison between the school and the district to assist the principal in carrying out the requirements of the Parent Involvement Program.   |  |
| Substitutes for Professional Learning and Planning    | Teachers will meet as a grade-level with the instructional coach and administrators to plan targeted instruction based on student needs.   |  |
| Before/Afterschool Tutoring Program                   | Before/Afterschool Tutoring will be offered to 3-5 grade students who are identified as struggling in the areas of Reading and Math. Students will be given the opportunity to receive additional instruction two days per week from September-May.  |  |
| BrainPop Software                                     | BrainPop will be utilized to enhance vocabulary instruction, student content knowledge, and use of technology in the classroom.  |  |
| Moby Max Software                                     | Moby Max will be utilized for flexible small group instruction and intervention in the area of mathematics and ELA/Reading   |  |
| Paper and Ink to support Reading A-Z and Number Talks | <p>Reading A-Z delivers research-based leveled reading printable resources at developmentally appropriate levels for the K-5 learning environment.</p> <p>Teacher made resources will be used to create the tools needed to help students develop computational fluency and to understand number relationships and the structures of numbers to add, subtract, multiply and divide for Number Talks.</p>                       |  |
| Razz Kids   | Razz Kids will be utilized to enhance to increase foundational reading skills and integration of technology in the classroom   |  |
| Laptops/Carts   | Laptops will be used to promote student engagement to personalize student learning and provide proven academic support through practice, immediate feedback, and built-in remediation to improve students' performance in the areas of ELA and Math through the use of several learning software programs. Laptops are also a way that teachers can promote critical thinking skills through research, communication, project- |  |



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|                   | based learning through hands-on and engaging ways. Laptop Carts will be used to charge and store the laptops for immediate and ongoing student use.  |  |
| Educating Esme'   | Educating Esme' will be used to provide insight, strategies as to various ways to increase students' intrinsic motivation for learning. This text will be used school wide.  |  |
| Second Step       | The evidence-based Second Step Program includes everything teachers need to integrate social-emotional learning (SEL) into their classrooms easily. Using the Second Step curriculum has been shown to decrease problem behaviors and increase school success by promoting self-regulation, safety, and support.   |  |
| Write Score       | WriteScore provides literacy-aligned assessments, professional hand-scoring services, online testing platform, data reporting & analysis, and lesson plans & resources.<br>WriteScore will be used to provide formative literacy support and instructional resources for teachers. Individual student data gained from WriteScore benchmarks will be used to deliver instruction to each student based on their assessed needs. Teachers will receive detailed lessons and resources which correlate to the analysis of the students' performance. |  |
| Digital Coach GSE | Will be used to provide scaffolding practice in reading and math. Digital Coach addresses all math, reading, writing, and language GSE. Lessons are organized by skill/standard.   |  |



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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:*

Our plan has been developed in consideration of the Georgia Department of Education’s College and Career Ready Performance Index (CCRPI) indicators. Currently we are not involved in any federal programs pertaining to vocational, career, work, or community service.

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.

Those activities are . . . (Especially for those students who are struggling.):

- Implementation of Tier 2 services for additional support
- Moby Max Classroom Interventions-POI
- ST Math
- Title I support for Reading
- EIP support for ELA (pull out model) and Mathematics (pull out model)
- Data talks centralized around common formative and summative assessments
- Parent Conferences
- Ongoing professional learning of the county adopted *strategic plan*

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

*Response:*

Middle Ridge provides activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance. Results from standardized testing, common formative and summative assessments, and intervention data is utilized to identify additional support in areas of identified weaknesses. Academic intervention blocks are scheduled during the day to support struggling students. Students that have been identified as at risk are monitored on a regular basis and intense interventions are offered based on Pyramid of Intervention results.



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

*Response:* Middle Ridge Elementary maintains and uses an assessment system consisting of multiple measures, including formative and summative assessments. The standardized assessments IOWA and CoGat will be utilized to provide teachers and school administrators with data about individual students' learning, groups of students, and overall school performance. To supplement the data provided by the standardized assessments common assessments developed from the Illuminate platform and provided by the county are given on a regular basis to provide more timely information of the students' strengths and weaknesses. Georgia Milestones Assessment and GKIDS assessments are given to provide historical data to inform instructional practices. Regular collection of data and analysis maintain accurate record for referrals to Response to Interventions (RtI) and inform Individualized Education Plans (IEP).

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

*Response:* Middle Ridge Elementary provides periodic professional learning opportunities for teachers regarding the RtI process. Teachers also receive embedded professional development, through coaching cycles, to identify student deficits and provide individualized or grade level supports for effective instructional strategies.

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

*Response:* Parent conferences are held twice a year, once in September and once in February, on a school wide basis. However, parents may request a conference at any point during the year. Parent conferences are held to address student achievement, progress monitoring, student behavior, and expectations. Parents may request phone conferences or receive information about student performance through notes, emails, or scheduled meetings. Pamphlets, brochures, and other materials, which are housed in the Title 1 Resource Center, also provide additional supports to parents and students in the area of academic needs. A Parent Resource board displays opportunities for upcoming school level and community workshops, trainings, or services provided to parents.

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

*Response:* Middle Ridge Elementary provides parents with multiple opportunities to gain access and information about students' academic success. The following venues are utilized to provide parents with assessments results and interpretation of results:

- Local Mail Carrier
- Thursday Folders-informational flyers and results will be sent to parents through



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students' school folder

- Parent-Teacher Conferences
- Title 1 Parent Informational Meetings
- Report Cards
- Infinite Campus Portal
- School Messenger- telecommunication service utilized to inform parents of upcoming meetings and tutorials for assessment interpretation

While individual students' results are provided at conferences, sent through local mail, and Thursday Folders. Parents will receive documented interpretations and explanations of assessment results via informational letters accompanied by the results. Explanation of RtI services, EL, and IEP services will be shared during conferences to maintain confidentiality and provide parents with immediate support to questions.

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

*Response:*

Student needs are formally assessed using results of GKIDS, IOWA, and/ or Georgia Milestones. The results of these tests come from the state/school district in the fall and late spring of each year. School level staff, including principal, assistant principals, classroom teachers (regular and supplemental –Title I, EIP, Special Education, & Gifted), and members of the Middle Ridge Elementary School Improvement Leadership Committee analyze student performance data for overall strengths and weaknesses. Academic data is disaggregated and examined by student sub groups, gender, subject, and grade levels to make both external and internal comparisons.

Every grade level and special education teacher is required to maintain data for students in their homeroom. Data sheets track all diagnostic measures and are maintained in their Pensieves. In addition to data sheets, teachers analyze data on a monthly, weekly, and daily basis to develop strategy groups for instruction in the classroom. The administrative staff, coach, and classroom teachers meet at least once a week in grade level PLCs to disaggregate common assessments, Moby Max Intervention data, ST Math, Teachers' Common Assessment, and NSGRA reading records data for each student to derive action plans to address areas of weaknesses. Each month, data from Raz Kids, Moby Max and ST Math will be analyzed for students' usage and progress as a means of measuring the effectiveness of program.

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

*Response:*

All state mandated assessments are considered to be valid and reliable from GaDOE. State rule 160-7-01 Single Statewide Accountability System states "The purpose of the Single Statewide Accountability System includes, but it is not limited to, providing valid, reliable accountability determinations at the school, LEA, and state levels that can help promote continuous improvement in raising student achievement and closing achievement gaps". Further, the principal and school personnel are provided an opportunity to review preliminary results of





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CCRPI Reports that contain assessment results to ensure that they are accurate. Labels containing demographic data are developed by testing coordinators and checked by certified testing administrators and the testing coordinator to ensure all testing materials are accurate.

### 13. Provisions for public reporting of disaggregated data.

*Response:*

Disaggregated reports are shared with the Georgia Department of Education for purposes of sharing with all stakeholders via the internet through the website at the state, district, and school levels. Data is disseminated through presentation by administrators to school council and PTO. Disaggregated data is maintained by individual teachers through data notebooks.

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

*Response:*

Middle Ridges' initial Title I School-wide Plan was developed over a one-year period with support from a technical assistance provider who is external to the school and district. The Title I Plan is reviewed and updated annually during the school improvement planning process. Administration, the leadership team, and all stakeholders, including teachers, parents, school council members, and community members are given opportunity to provide feedback on the plan at the annual Revision and Development meeting.

### 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 following groups of people participated in developing and revising the Middle Ridge Elementary Title 1 School Wide Plan:

- Administration
- Parents
- Leadership Team
- PTO Officers
- School Council

The developers include individuals who will be directly involved in carrying out the plan. Stakeholders such parents, business representatives and other community partners that have a vested interest in the school educating all students to high standards. Our annual process for involving others in the updating the School-Wide Plan includes but is not limited to inviting all stakeholder groups to provide input and make suggestions regarding how the Title 1 School-Wide Program is implemented, what programs are implemented, how parents can be more involved in the educational process, and how Title 1 funds can be allocated.

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



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*Response:*

A copy of the school's Title I Plan is available on the school's website for parents and community to access after revision and approval from state. Copies of the plan are provided through the school office. The Newton County Board of Education's Federal Programs Office has an electronic copy and hard copy of the plan. Any parent or community member desiring a copy of the plan may make a request for a copy through the principal.

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:*

Middle Ridge Elementary families whose primary language is other than English may utilize the District level translation services to receive relevant Title I information translated into their primary language. Additional support is provided at school level through an ESOL teacher.

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

*Response:*

The School wide Title I Plan for Middle Ridge Elementary school is subject to the School Improvement Provisions of Section 1116 of NCLB Act of 2001 and Georgia's Waiver for ESEA Requirements. Each year the Middle Ridge Elementary School Improvement Team, composed of grade level teachers and administrators, meet to develop the school improvement plan. School data is studied for a review of strengths and weaknesses. School wide action plans are developed. Grade level leaders also meet with all teachers to address specific grade level domain concerns that come out of the annual review of data. Action plans are developed to address school-wide weaknesses in the core subjects as reflected by performance on subtest or domains by student subgroups. Each component of the School-wide Title I Plan is reviewed and updated annually in conjunction with the Leadership Team's deliberations on school improvement. The school's comprehensive school improvement plan is the same as the Title I Plan and consists of three major parts: School Profile, School Action Plans, and the 18 Components of a Title I Plan.