

**R.B. Wright Elementary School
Title I Schoolwide/School Improvement Plan**

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN					
School Name: R. B. Wright Elementary			District Name: Colquitt		
Principal Name: Summer Hall			School Year: 2015-2016		
School Mailing Address: 1812 2nd Street SE Moultrie, Georgia 31768					
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ESEA WAIVER ACCOUNTABILITY STATUS					
(Check all boxes that apply and provide additional information if requested.)					
Priority School <input type="checkbox"/>			Focus School <input type="checkbox"/>		
Title I Alert School <input type="checkbox"/> .					
Subject Alert	<input type="checkbox"/>	List Subject(s)	Sub-Group Alert	<input type="checkbox"/>	List Subgroup(s)
Graduation Alert	<input type="checkbox"/>	List Subgroup(s)			
Principal's Signature:				Date:	
Title I Director's Signature:				Date:	
Superintendent's Signature:				Date:	
Revision Date:		Revision Date:		Revision Date:	

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

A. The R.B. Wright school improvement plan was developed with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan.

The process of a comprehensive needs assessment for R.B. Wright Elementary School begins in May-June of each school year as we meet with stakeholders to analyze data and set goals. The school improvement team, consisting of teachers, administrators, support personnel and parents met together to review the beliefs and mission of our school and to analyze the data of our school to form the goals for the 2015-2016 school year. Each person on the team met with other faculty members to gather input for changing our plan to best meet the needs of our students. We have developed a comprehensive needs plan to attain our goals based on surveying teachers and parents and assessing data to determine the strengths and weaknesses in student achievement. After determining the goals for R.B. Wright Elementary, the leadership team developed an action plan for the school year to work towards the identified goals for improved student achievement. The actions and strategies are shared with parents, teachers, and the community for their input, suggestions, and support.

B. The R.B. Wright School Improvement Committee utilized a variety of instruments, procedures, and processes in obtaining the information included in this plan. The School Improvement Team brainstormed ideas and surveyed stakeholders in order to formulate our comprehensive needs assessment plan and develop goals.

Formal and informal classroom observations are conducted to assist in needs assessment. The new Teacher Keys Effectiveness System (TKES) consists of multiple components, including the Teacher Assessment on Performance Standards (TAPS), Surveys of Instructional Practice, and measures of Student Growth and Academic Achievement. The overarching goal of TKES is to support continuous growth and development of each teacher. Teacher Key Effectiveness System will be implemented as well this year. Educational Impact is a tool whereby teachers can view videos that will help them improve their teaching to best meet the needs of their students.

The R.B. Wright School Council meets quarterly to discuss a variety of school related matters. These include the school budget, test scores, attendance, state standards, current initiatives, and student achievement. Our PTO, Parent Teacher Organization, consists of parents, teachers, staff, and administrators. The primary function of this group is to oversee the operation of the school. They work together to determine the needs of the school and its students. Also, parents who attend meetings learn about school activities and involvement opportunities. The PTO improves communication between school and parents. A survey is administered to parents of our students each year, and through this

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survey, parents express their opinions on how the school can improve. Studies show that parents who are involved in their children's education have students with greater success.

The teachers hold regular school and county-wide grade group meetings during which they analyze data collected from the classroom and share ideas on how best to meet the students' needs toward meeting the standards. Leadership meetings, parent conferences, Student Support Team (SST), Response to Intervention (RTI) and Individualized Education Program meetings are also held throughout the school year in order to gather data to improve achievement.

C. Although R.B. Wright Elementary does not currently have migrant students, there are several procedures in place if the situation arises. A migrant tutor is available and will be assigned to come to our school on a regular basis should we receive any migrant students. Our county system has three recruiters that report to the individual schools. Colquitt County also provides a migrant summer school for all migrant students ages 3 years old to high school age. If a student is new to our state, migrant funds are available to help with immunizations, doctor visits, obtaining glasses and any other needs to help get these students into our schools.

D. We have reflected current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. R.B. Wright continues to excel and show adequate yearly progress in academic achievement based on the results of standardized testing.

On the College and Career Ready Performance Index, R.B Wright earned a score **83.06** The CCRPI is the new accountability system that replaces the No Child Left Behind (NCLB) Adequate Yearly Progress (AYP) measurement in Georgia. The U.S. Department of Education granted Georgia's waiver from NCLB on Feb. 9, 2012. The Index includes scores that easily communicate to the public how a school is doing. Each school receives a score out of 100 points, just like what students receive in their classes.

A school and district's overall score is made up of three major areas: **Achievement Progress and Achievement Gap** (In addition to the three major areas, some schools receive "Challenge Points" to add to their score (up to 10 points). They receive these points if they have a significant number of Economically Disadvantaged students, English Learner students and Students with Disabilities meeting expectations. They also receive points for going beyond the targets of the CCRPI by challenging students to exceed expectations and participate in college and career readiness programs. Beginning in 2013-2014, schools will also receive ratings based on their financial efficiency and

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school climate, but these ratings will be for the public's information only and will not factor into the school's overall CCRPI score.

R.B. Wright earned 96.6 on School Climate. Earning the highest Five Star rating.

Trends in R.B. Wright Elementary School's test scores show that we need to continue our focus on improvement in all areas with a strong push in science and social studies for our upper grade students. We want to see a decrease in the number of students not meeting standards, and we would like to show an increase in the percentage of students exceeding standards. In the area of reading, we continue to strengthen our implementation of the county adopted guided reading series which supports the Common Core Georgia Performance Standards.

Our teachers continue to meet with the county math instructional coaches to discuss and plan lessons and strategies for presenting the standards in a consistent and timely fashion. Math conferencing between students and teachers will continue to be a building block in order to help our students develop a conceptual understanding of mathematics and its language.

Our special education teachers also work with the classroom teachers in a co-teaching and collaborative environment during the reading and math blocks. Supportive instruction is provided by the paraprofessional where the students need support. This strategy proves to be beneficial not only for our students with disabilities(SWD) and their nondisabled peers. Differentiation will continue to be used extensively to meet the needs of the diverse student population at R.B. Wright Elementary.

Data for teachers to utilize this year is DIBELS NEXT (***Dynamic Indicators Basic Early Literacy Skills***) is an indicator as to whether a child will struggle with reading later down the road so teachers can provide early intervention.) DIBELS benchmark goals are empirically derived, criterion-referenced target scores that represent adequate reading progress. If a student achieves a benchmark goal, then the odds are in favor of that student achieving later reading outcomes if he/she receives research-based instruction from a core classroom curriculum. (Tier I)

Students with scores below the cut point for risk are identified as likely to need intensive support. Intensive support refers to interventions that incorporate something more or something different from the core curriculum or supplemental support. Intensive support might entail:

- delivering instruction in a smaller group,

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- providing more instructional time or more practice
- presenting smaller skill steps in the instructional hierarchy
- providing more explicit modeling and instruction, and/or
- providing greater scaffolding and practice

We will continue to gather and analyze data of current student achievement on a regular basis to guide instruction in best meeting the needs of our students.

STAR Math was used to assess students in grades 1-5. **STAR Math's** research-based **test** items meet the highest standards for reliability and validity, giving you the actionable data you need in 32 domains. This data will allow teachers to adjust their instruction to meet the needs of all students. Only 10% of the students in 1st-5th earned in the 25% percentile while 50% of our students earned above the 75% percentile. Next year students' math skills will be assessed on another measure.

Scholastic Reading Inventory (SRI) Enterprise Edition is a reading assessment program which provides immediate, actionable data on students' reading levels and growth over time. *SRI* helps educators differentiate instruction, make meaningful interventions, forecast growth toward grade-level state tests, and demonstrate accountability. Students in grades 3-5 will be assessed with the SRI program. SRI is a research-based, computer-adaptive reading assessment program for students in Grades K–12 that measures reading comprehension on the Lexile Framework[®] for Reading.. Aligned to state tests, *SRI* helps educators forecast student achievement to those important goals. For more information about SRI

http://teacher.scholastic.com/products/sri_reading_assessment/programoverview.htm

In the spring we will administer the Georgia Milestones.

Georgia Milestones will provide:

- criterion-referenced performance information in the form of four performance levels, depicting students' mastery of state standards
- norm-referenced performance information in the form of national percentiles, depicting how students' achievement compares to peers nationally

After testing is administered we will analyze results and determine our goals. Tentatively the results will be provided from the DOE in October.

E. We have based our plan on information about all students in the school and have

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identified students and groups of students who have historically performed lower on standardized tests.

Although each identified group performed well enough to meet adequate yearly progress based on state guidelines, economically disadvantaged, black, and students with disabilities scored lower on the 2014 CRCT in every subject as compared to white students. More specific data is included in Appendix B. Georgia Milestones data from 2015 has not been provided by the state.

We utilized the Five Whys Protocol to brainstorm the root causes of the performance issues revealed by our analysis of the CCRPI. Several issues were explored, but eventually our leadership team concluded that lack of background schema is one root cause.

F. Trends show that our students with disabilities score significantly lower in all subject areas as compared to non-disabled students

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

Dibels data concludes:

Kindergarten- 84% earned at or above benchmark; 1st grade 79% earned at or above benchmark, 2nd grade earned 62% at or above benchmark and 3rd grade earned at or above benchmark

SRI data indicated that students average Lexile growth was 118.

Grade	Average Lexile Score	% of students who met their Lexile Goal determined
3 rd	534	42%
4 th	711	61%
5 th	726	51%

Data analyzed from 2011-2012, 2012-2013, and 2013-2014 conclude the following:

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Subgroups of students with disabilities, economically disadvantaged students, African-American students, and our gifted subgroups scored equal to or higher in all domains on the CRCT when compared with the state averages.

RBW's ED students performed higher in most areas specifically exceeding compared to the state.

Gifted performed higher than the state in 4 out of 10 areas and higher than Colquitt County in all areas. (2 areas Science/ Reading the state was only by 1%)

SWD compared to the state performed higher in all areas specifically exceeding.

African Americans performed higher at RBW compared to the state in all areas of exceeding except one domain out of 10.

- The needs we will address in the school-wide program plan will be in the areas of reading, math, social studies, science, and writing. Our goal is to see an increase in scores for all students in these areas. We will continue to focus on subgroups with an added emphasis in social studies and science. It is our desire to see that our students with disabilities improve in all areas as well. We would like to move more of our economically disadvantaged and black students out of the "does not meet" category. We will focus on using assessments and data to guide instruction and an understanding the needs of children from poverty.
- The specific academic needs to be addressed are to show an improvement in reading comprehension and fluency as well as overall Math understanding. Our reading committee and RTI committee will continue work with students to identify specific needs and utilize all available resources in addressing these needs. We will be addressing the needs in science and social studies through the use of leveled texts, and also through more focused Smart Board lessons in these subject areas. Times will be scheduled and protected for social studies and science.
- The root causes that we discovered for each of the needs were based on our belief that socioeconomic status and poverty level of our students' families affect the academic achievement of our students. Coming from homes where parents are unemployed, working two or more jobs, and are living in poverty, students are denied many of the resources and background knowledge needed to be academically successful. The educational level of the parents is often low and education is not a priority in many of these homes. Many of our students are part of a transient population and will move through two or more schools before a school year is complete. This negatively affects a

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student's ability to keep pace with the other students.

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

SMART Goal 1

R.B. Wright Elementary School will improve teaching and learning practices to meet the targets shown in Tables A-C.

Table A: Milestones Percentages “Proficient and Above”

Tests (All Students)	Baseline 2015	Target 2016	Target 2017	Target 2018	Target 2019	Target 2020
Language Arts	96%	80%	%	%	%	%
Actual Scores		%	%	%	%	%
Mathematics	91%	80%	%	%	%	%
Actual Scores		%	%	%	%	%
Science	87%	80%	%	%	%	%
Actual Scores		%	%	%	%	%
Social Studies	86%	80%	%	%	%	%
Actual Scores		%	%	%	%	%

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Table B: Percent of Students with Student Growth Percentiles 35 or Higher

End of Course Assessments	2014 Actual	2015 Target	2016 Target	2017 Target	2018 Target	2019 Target	2020 Target
Language Arts	59%	59%	65%	68%	71%	73%	75%
Actual	59%						
Mathematics	62%	62%	65%	67%	68%	69%	70%
Actual	62%						
Science	61%	61%	64%	68%	72%	73%	75%
Actual	61%						
Social Studies	76%	76%	77%	78%	79%	80%	88%
Actual	76%						

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Table C: CCRPI Total Score

CCRPI Score	2014 Actual	2015 Target	2016 Target	2017 Target	2018 Target	2019 Target	2020 Target
RBW	83.1	83.1	85	86	87	88	89
Actual	83.1	83.1					
RBW Minus Challenge Points	73.6						

SMART Goal 2:

R.B. Wright Elementary School will improve teaching and learning practices to meet the targets shown in Tables D - G.

Table D: Percent of Students Achieving 650 Lexile

	2014	2015	2016	2017	2018	2019	2020
Target	71%	73%	75%	77%	79%	82%	85%
Actual	71%	%	%	%	%	%	%

Table E: Percent of Students Achieving 850 Lexile

	2014	2015	2016	2017	2018	2019	2020
Target	75%	76%	77%	78%	79%	80%	81%
Actual	75%	%	%	%	%	%	%

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SMART Goal

2.1 R. B. Wright Elementary School will improve Dibels Assessment scores, 90% of Kindergarten will meet the benchmark, 80% of 1st and 2nd grade students will meet the benchmark and 70% of 3rd grade students will meet the benchmark.

Table F: Percent of Students Achieving Composite Score Dibels Data

	2014	2015	2016	2017	2018	2019	2020
Kindergarten Target	90%	90%	90%	90%	90%	90%	90%
Kindergarten Actual	81%						
1st grade Target	80%	80%	80%	80%	80%	80%	80%
1st Grade Actual	79%						
2nd grade Target	80%	80%	80%	80%	80%	80%	80%
2nd grade Actual	62%						
3rd Grade Target	70%	70%	70%	70%	70%	70%	70%
3rd Actual	54%						

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SRI data indicated that students' average Lexile growth was 118. Each student's goal is determine through the Scholastic Reading Inventory. Baseline data will be collected to determine the percentage of students who meet their individual reading goal.

Grade	Average Lexile Score	Percent who Students Meet their Lexile Goal as determined by SRI
3 rd	534	42%
4 th	711	61%
5 th	726	51%

SMART Goal 3: Improve School Climate to achieve the targets in Tables E-H.

Table E

Student Attendance: Percent of students missing fewer than six days according the CCRPI Indicator

	2015 Attendance	2016 Target	2017 Target	2018 Target	2019 Target	2020 Target
Students	97%	97%	97%	97%	97%	97%
Actual Rate	97%	%	%	%	%	%

Table F

School Wide Percent Attendance of Teachers, Leaders, Certified Staff, and Students according to Climate Star Ratings

	2015 Attendance	2016 Targe	2017 Target	2018 Target	2019 Target	2020 Target
All Staff	43%	50%	50%	50%	50%	50%
Actual Rate		%	%	%	%	%
Leaders	100%	100%	100%	100%	100%	100%

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Actual Rate		%	%	%	%	%
Certified Staff	32%	40%	45%	48%	50%	50%
Actual Rate		%	%	%	%	%
Students	96%	96%	96%	96%	96%	96%
Actual Rate		%	%	%	%	%

**Table G
Number of Days of OSS and ISS Days**

	2015 OSS/ISS	2016 Target	2017 Target	2018 Target	2019 Target	2020 Target
OSS Days	20	15 days	15 days	15 days	15 days	15 days
Actual #	20	days	days	days	days	days

**Table H
Discipline Area Score of Climate Stars**

Discipline Score	2014 Actual	2015 Target	2016 Target	2017 Target	2018 Target	2019 Target	2020 Target
Our School	98	98	98	98	98	98	98
Actual							

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

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.

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 through the use of

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*2. Schoolwide reform strategies that are scientifically-researched based.
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.
instructional strategies which are based upon best practices. The guiding factor for the school improvement plan is Georgia’s Keys to Quality. See Action Plan for specific strategies.

2(b). Are based upon effective means of raising student achievement.
Following are examples of the scientifically based research supporting our effective methods and instructional practices or strategies. <ul style="list-style-type: none">• SONDAY Learning System• Differentiation Reading Toolkit• Eureka and Engage New York Math Modules• Walpole and McKenna• Wilson Reading Program• http://www.comprehensivereadingsolutions.com/ <p style="text-align: center;">Utilizing Data-driven Decisions to Improve Student Achievement and Instruction</p> <p>Chappius, J. (2009) <i>Seven Strategies of Assessment for Learning</i>. Boston, Massachusetts: Pearson Education, Inc.</p> <ul style="list-style-type: none">• Formative and Summative Assessment• Define a learning target, check for understanding of learning target• Effective Feedback• Self- Assessment• Goal Setting• Reflection on Learning

2(c). Use effective instructional methods that increase the quality and amount of learning time.
<p>We will <u>increase</u> the amount and <u>quality</u> of learning time by protecting instructional time. We protect instructional time by limiting the amount of phone calls received in the classroom and limiting the time of announcements in the morning and afternoons. By eliminating announcements until Friday during morning assembly, we can also increase the amount of protected instructional time. All other communication to the classroom teacher is made by email and the Student Information System.</p> <p>Targeted students are provided tutoring for specific classroom instructional needs before, during, and after school. These students meet two or three days each week in small groups for additional instruction to target deficient areas. Also, an intensive “ramp up” is provided in</p>

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

May for students in grades 3 and 5 not meeting state standards. A Skills Block has been scheduled to remediate and accelerate students. Students will be grouped based on pretests of specific skills.

Daily lessons consist of an opening lesson to state the standard and essential question for the day, the teacher then breaks out into learning sessions with the help of support personal to meet the needs of all the students' needs in his or her classroom. He/She incorporates many learning strategies with in these break out groups such as listening centers, small group instruction, grouping for instruction, technology components, independent learning, and one on one as needed for the individuals in her/his classroom. We now have over an hour for math instruction in grades 1-5th. Different implementation strategies have been implemented to teach science and social studies curriculum. Some teachers implement science and social studies curriculum in reading and writing classes. While some teachers particularly upper elementary teachers have separate class blocks for science and social studies. Regardless of which model teachers employ science and social studies curriculum is included in daily lessons for all students. Teaching across content areas is utilized in all aspects. Progress monitoring of students determines the skill blocks that individual students attend.

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).

R.B. Wright Elementary School uses the following strategies and/or informational tools to address the needs of all children, particularly of targeted populations to ensure their needs have been met and are consistent with improvement plans. Classroom teachers consistently collect data to identify the needs/growth for Tier II and III students. We also collect data for students in Special Education, EL, and Gifted programs. Grade group teachers alongside special education teachers and the guidance counselor meet together to ensure that all needs are being met and that any concerns are being addressed. Professional learning teams meet to address instructional issues and concerns related to school improvement. We also measure the growth of students through progress monitoring. Teachers use formative assessments to guide daily instruction of focused teaching strategies. Co-teaching with resource teachers allows the classroom teacher additional personnel resources in collaborating while planning. Continually analyzing the data and Georgia Milestones results determine if these students' needs are being met. All subgroups have been addressed in the action plan. We will disaggregate all testing data from the Georgia Milestones, ITBS, SRI, Dibels, and report annually to stakeholders. Data will be reported through but not limited to such means as School Council, PTO meetings, newsletters, the local newspaper, our school handbook, and our school website

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2(e). 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 schoolwide 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 finding for Georgia.

See Action Plan for specific strategies that would be aligned with field trips and the schoolwide plan. Documentation will be provided during the budget approval process.

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

We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. All R.B. Wright teachers and paraprofessionals for the 2014-2015 school year are highly qualified. All staff members participate in at least 10 hours of professional development yearly to maintain their qualifications. R.B. Wright Elementary School seeks to attract highly qualified teachers by developing a student body that represents the character of our community, by creating a staff that works together as a team to make important decisions regarding students and faculty, and by continuing to be a school that strives for excellence in all that we do.

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

A. To ensure that highly qualified staff continue to be hired, our school and county implements the following practices:

- Expanding recruitment efforts to include professional, non-traditional teacher candidates and providing the support they need to transition to a teaching career
- Providing professional learning experiences to meet required hours of professional development.
- Providing mentors for first year teachers.
- Collaboration with local colleges that offer high quality teacher education programs such as University of Georgia and Valdosta State University.
- All social workers hired in Colquitt County are highly qualified.
- All paraprofessionals and tutors are required to have earned at least a two year college degree before being hired.
- Offering a county supplement to maintain a competitive salary.
- Providing a county wide program in which one week of in-service training is provided for new teachers.
- Providing administration with support on certification and assessment changes and interviewing skills.

***4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.**

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*4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.

A. We have included teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs. Our school based professional learning program consists of a committee that meets twice a year to identify needs and discuss potential learning opportunities. This information is shared with the system professional learning committee to determine if resources can be shared. In addition to school based learning opportunities, our district provides many supportive workshops throughout the school year based upon instructional needs. RESA also assists with additional needs. Professional learning this year has included Bookworms, Differentiated instruction, WIDA Standards, Grading and Assessing, Common Core GPS, Systemwide Math and ELA training, and ongoing teacher meetings with the Instructional Support Specialists or Administration.. Teachers collaborate with the English Language Learner (ELL), gifted and special education teachers.

The Leadership team meets to give feedback from each grade level for planning for the next year. Training such as ESOL endorsements, Gifted endorsements, Math endorsements (when available), and various workshops help our staff meet our students' needs for meeting state standards.

B. We have aligned professional development with the State's academic content and student academic achievement standards through the use of professional development opportunities that address Comprehensive Reading Solutions, Best Practices in Reading, Differentiated Reading Instruction, Reading in the Content Areas, ELL Strategies for the Inclusive Classroom, Bi-Annual Grade Level meetings/Planning for ELA and Math, ELA and Math Transition to CCGPS, ELL Endorsement, and Math Endorsement, as well as Gifted endorsement opportunities.

Teachers are also involved in webinars that address changes coming from the state and online training that will enhance weaknesses that teachers feel they have within the classroom. Staff members have been trained on different uses of technology for instruction in the classroom through the county technology department. PD NOW has been utilized for staff for professional development.

C. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. Our system's central office works closely with our schools to ensure that professional development activities are available to meet the needs of our teachers and students. Common assessments are being developed so that data can be analyzed for each unit, and teaching methods and strategies can be shared among teachers. Federal funds also allow teachers the opportunity to earn ESOL endorsements, gifted endorsements and math endorsements. The endorsements are provided by county employees and RESA. Professional development funds have been used to provide learning opportunities such as Teacher Keys Effectiveness System, Best Practices in

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*4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.

Reading, Differentiated Reading Instruction, Reading in the Content Areas, and ELL Strategies for the Inclusive Classroom. These trainings have been established by county personnel and delivered by RESA and state employees.

Title 1 funds have also been allocated to address training in effective technology tools that will aid students across the curriculum. Training on these tools has been supplied by county technology specialists.

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.

Grade level teachers have been trained in administering common math assessments that analyze each student's mathematical achievement towards grade level standards. Ongoing professional development provides grade specific teachers with tools for progress monitoring in math, as well as for interventions to address deficits.

Teachers received professional development on administering grade level reading assessments that assess a child's comprehension and fluency on grade level reading passages. If a weakness is identified in a student, teachers have received professional development in areas of interventions available to address the identified areas of deficit.

Teachers have also received training on using the Smart Board and IPAD which has provided the use of new technology assessments to be used within the classroom. This training has encouraged teachers to assess the students in various ways and provide interventions for those students not meeting standard in any area of academics.

The State-wide Longitudinal Data System (SLDS) is provided for teachers through Infinite Campus. Through the SLDS, teachers have access to students' assessment data and attendance trends for as long as they have been a student in Georgia. This information allows teachers to track individual student's needs.

All staff were trained on Teacher Keys Effectiveness System. All components will be implemented this year. Certified staff were trained on Georgia Student Growth Model. <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Student-Growth-Model.aspx>

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

In completing this section, you should review the parental involvement strategies already defined in your school's parental involvement policy. These could include many of the suggested responses below, although other strategies may still be considered.

- A. We will involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of schoolwide programs and the school parental involvement policy by sending out invitations via newsletters and emails.
- 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 updating the plan as needed. The LSGT will share information and meetings are open to the public.
- 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 parental involvement policy, the schoolwide plan, and the school-parent compact and encourage and invite all parents of participating children to attend by inviting parents, sending electronically and having several meeting options.
- D. We will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, transportation, child care, or home visits, as such services relate to parental involvement by scheduling meeting at various times and utilizing staff to offer support as needed at the meetings.
- 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 holding meetings and providing open lines of communication.
- 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 having meetings where all stakeholders are active participants.
- 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

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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 providing resources as needed via newsletters and our school website. Involvement opportunities such as open house, parent/teacher conferences, quarterly PTO meetings, yearly Parent Academic Nights(All Content Areas) and yearly ELL Parent Nights will be held during the 2015-2016 school year, and we will continue to increase our parents' knowledge of the new Common Core Georgia Performance Standards with specific ways to improve student achievement. R.B. Wright utilizes other strategies to increase parental involvement by offering the invitation to be a classroom volunteer or a mentor for a student through the YMCA program.

- H. We will provide materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by working with our schools social worker and community resources.
- 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 studying research based articles and coordinating with community resources.
- 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, through coordination with our the county Colquitt County Pre-K Program the Program for Exceptional Children, and community services.
- 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 translating documents in language requested.
- 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 providing translators and providing materials in language that is needed.

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

- A. The teachers along with the Pre-K transition coach, parent involvement coordinator, and our school social worker provide opportunities for parents to learn more about the move from Pre-K to kindergarten as well as to assist with parent and student concerns. The Pre-K transition coach also has access to county programs used to help students that are entering school for the first time.

Other care providers and Head Start bring their upcoming Pre-K students for a visit in May to help with their transition. We also begin each school year with several opportunities for parent involvement such as Open House, orientations, and individual conferences. During the year, our students interact often with other students at the school so that transition becomes even easier. The teachers and paraprofessionals work diligently to help students demonstrate the same procedures required by the other grade levels: going to breakfast/lunch, carrying their tray, learning ID number, eating in the cafeteria, working in the computer lab, and visiting the Media Center. Pre-K students will be invited at various times after completion of the first two quarters to tour and spend quality time in Kindergarten classrooms.

Our special education teacher and deaf teacher work to transition students with disabilities to provide services for students as needed.

Our migrant tutor helps with new migrant student and families as they enter our school for the first time. Our system has a Spanish translator available to assist with language barriers. As new students are enrolled in our school, classroom teachers assign a peer student to help them transition into a new school.

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*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.

We include teachers in decisions regarding use of academic assessment. This occurs during grade level meetings where teachers work together during their planning to discuss curriculum and student needs. During these meetings, teachers discuss the strengths and weaknesses of their students. Teachers also discuss the curriculum and how students are performing towards mastery of standards. Using analyzed data about their students, teachers determine what is working effectively for the students and what is not. In addition, they collaboratively plan instruction and validate assessment of student work using test data to drive instruction. A grade-level planning form is utilized to document how lessons are differentiated for the students, how technology is incorporated in the lessons, how higher-level, critical thinking questions are incorporated, and how data is used to drive instruction. Teachers will continue to meet on a regular basis to discuss various instructional strategies and to update the collection points which notate student progress. Our teachers use formative assessments and conferencing to continually assess student achievement and adjust their planning and teaching accordingly.

Other assessment measures used by teachers include running records for reading, benchmark assessments, progress monitoring, Dibels assessments, SRI, and Conference logs are used to monitor student progress in the Reading and Writing. IStation, Moby Max, math pretests and post tests are given to students to determine growth and guide instruction.

Teachers will continue to attend county-wide meetings regarding both Math and English Language Arts. Teachers are invited to share their problems, suggestions, and comments regarding pacing guides, use and timing of assessments, development of assessments, curriculum alignment, and tool/resources provided by the team of instructional coaches.

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

8(a). Measures to ensure that student's difficulties are identified on a timely basis.

We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards are receiving effective, timely additional assistance. During instruction, activities are provided to ensure that all students receive timely assistance so they may work toward meeting and/or exceeding the required standards. To ensure that students are receiving necessary instruction, teachers meet together to document progress, to brainstorm for other alternatives, and to plan instruction.

Each student is tested and monitored for grade level reading through the county provided toolkit which utilizes researched-based strategies and assessments. Throughout the year, students are tested using benchmark assessments. If students show areas of academic weakness, Tier II interventions are used to help raise the student to grade-level

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performance or to show academic growth. When a student experiences academic difficulties in mastering standards, the following interventions are implemented:

- Student-teacher conferences regarding academic work
- Use of manipulatives to better understand mathematics concepts
- Reading Differentiation Box
- Reading Toolkit Benchmark assessments
- Soliday Reading Program
- Student Support Team
- Teacher Meetings to reflect students' progress
- Individual goal setting
- Jack and Jilly Reading Program
- After school tutoring
- Triumphs Reading Intervention
- YMCA Mentors
- Dr. Cupp Readers
- PBIS
- Research based Strategies

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

Our school and system work together in a team effort to provide professional training for teachers in areas of personal weakness and areas of necessary school improvement. The Professional Learning Committee works collaboratively with the School Improvement Team to plan professional learning opportunities that focus on our school's goals and needs.

Elementary Curriculum Directors and county math coaches meet with grade-level teachers throughout the year to collaborate on best teaching strategies, common assessments, and pacing guides to maintain consistency within our county. Teachers will collaborate and follow the direction of the new Science/Social Studies Director.

As technology has become more and more prevalent in our students' lives, staff members have been trained on different uses of technology for instruction in the classroom through the use of Classroom Performance Systems and Smart Board lessons under our county technology department.

TKES consists of multiple components, including the Teacher Assessment on Performance Standards (TAPS), Surveys of Instructional Practice, and measures of Student Growth and Academic Achievement. The overarching goal of TKES is to support continuous growth and development of each teacher. The goal of Georgia's

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Leader Keys Effectiveness System is to provide leaders with meaningful feedback and to support the continuous growth and development of each leader by monitoring, analyzing, and applying pertinent data from multiple sources toward attainment of established performance goals. LKES offers clear and precise indicators and resources to leaders throughout the process.

8(c). Parent-Teacher 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.

R.B. Wright teachers stay in contact with parents through the use of email, ClassDO Jo, One Call, phone calls, progress reports, parent portal, weekly newsletters, and scheduled conferences. Teachers schedule conferences with parents throughout the school year as needed to discuss student progress and areas of concern. One meeting per year should be scheduled for each child. The county also provides two early release days in October and March which allow teachers to schedule more conferences at convenient times for the parents.

Teachers also schedule SST, Tier II, IEP, EL, and 504 meetings to help students who are experiencing difficulties. These meetings are used to discuss the child's weaknesses and the interventions being used to target these areas of concern. Follow up meetings are used to discuss the results of the interventions and plans for the next step in the SST process.

Students who are identified gifted are provided with advanced content, contracts and acceleration opportunities. Teachers of gifted students have meetings discussing this information.

In addition, important information is sent home daily in the students' take home folder. This folder contains student work, newsletters, community announcements, and weekly behavior. Progress reports are sent home to parents periodically as well. The Home-School agenda book that goes home daily in grades 3, 4, and 5 is a valuable tool for parent/teacher communication. Parents are able to use this to communicate with teachers should they have any concerns. All newsletters, community resources, and handbooks are provided in both English and Spanish.

Our guidance counselor and a social worker work closely with students and parents to provide additional assistance in all areas. Translators are provided when needed.

*9. Coordination and integration of federal, state, and local services and programs.

This component requires a description of how the school will implement the programs listed above, a description of how Title I resources and other resources will be coordinated to

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support student achievement goals in the school improvement plan, and a listing of all state and federal programs consolidated in the school wide plan.

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

R.B. Wright Elementary School operates through a combination of federal, state, and local funding and services. These services include, but are not limited to:

- Title I (Part A & C)
- Title II
- Title III (EL)
- YMCA Mentors
- Boys and Girls Club
- RESA
- Special Education
- Homeless Funding
- State Professional Learning Funds
- Gifted Education
- Bright from the Start
- School Nutrition
- Moultrie Service League
- Moultrie Junior Woman's Club
- Kiwanis Club

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

Funds from Title I and other sources will be used to provide supplemental support such as teacher salaries, professional learning, instructional supplies and resources, and technology resources (computers, computer supplies, projectors, projector supplies and mounting requirements, CPS systems, batteries for electronic equipment, visual presenters, printers and printer supplies, SMART boards, iPads, and or other touchpad devices). These funds may also be used for parental involvement programs and contracted services such as High Touch, High Tech.

9(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.

This information can be provided upon request from Colquitt County High School.

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

Student assessment results are available to parents at all times. Graded papers are sent home weekly in a packet for parents to review and sign. Parents receive mid-term progress reports and quarterly report cards and they also participate in parent-teacher conferences. Parents receive individual Georgia Milestones, ITBS, IEP meeting data, and Access scores when scored reports are received. Infinite Campus Parent Portal is available daily for parents to review their child's academics, behavior, and attendance for grades 3-5. Home-School agendas or folders are used daily to communicate between parents and teachers. Monthly classroom newsletters are sent to parents with instructional grade level news. Assessment results are presented to stakeholders at September or May PTO meeting, through the school website, and at school council meetings.

The ESOL teacher provides Access scores to the parents of English Learner students after she has given the assessment. She sends the results home on a form to be signed and returned.

Parents of students with Individual Education Programs (IEP) meet as needed but at least annually to discuss present level of performance, accommodations, goals and objectives, and supports and services needed for the individual students. Progress reports of the IEP are sent home with regular education report cards but are monitored every two weeks are more often if determined by the IEP team.

Parents of students with 504 plans meet as needed but required annually to discuss student's needs and supports needed.

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

Data is collected, analyzed, and reported annually. Teachers also collect benchmark data along with formative and summative assessments. Our county testing clerk works in conjunction with the technology department to collect and disaggregate data for the county and individual schools based on state assessment information. All teachers have access to disaggregated data of their class or individual student's scores through the State Longitudinal Data System website.

Data is dispersed to parents through parent meetings, school council meetings, copies of school improvement plan, and through the web site.

The CCRPI is the new accountability system that replaces the No Child Left Behind (NCLB) Adequate Yearly Progress (AYP) measurement in Georgia. The U.S. Department of Education granted Georgia's waiver from NCLB on Feb. 9, 2012. The

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CCRPI will help parents and the public better understand how schools are performing in a more comprehensive manner than the pass/fail system previously in place under AYP.

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

Valid and reliable data is obtained by analyzing Georgia Milestones, SRI, Dibels, and ITBS scores summaries from the state. Subgroups are checked and rechecked to ensure students are in the correct category.

13. Provisions for public reporting of disaggregated data.

Disaggregated data is made available to all stakeholders of R.B. Wright Elementary School. Data from assessment results are posted on our school's website, district website, and local newspaper. At the beginning of each school year, results from the previous year's testing are included in the school newsletter and presented at a school council and/or PTO meeting. All stakeholders are given the opportunity to discuss the results of the data and how it affected our previous year's goals and how it will in turn influence this year's school improvement plan goals. Parents are encouraged to participate in the school improvement plan and to offer suggestions for improving school data. [Georgia College and Career Ready Performance Index \(CCRPI\)](#) that measures schools and school districts on an easy-to-understand 100 point scale. The CCRPI is the new accountability system that replaces the No Child Left Behind (NCLB) Adequate Yearly Progress (AYP) measurement in Georgia. Data is also available online on the DOE website.

14. The plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers under section 1117, determines that less time is needed to develop and implement the schoolwide program.

The school wide plan for improvement is revisited twice each year. As data is collected and analyzed throughout the school year and new needs are identified, the plan will be amended to best meet the instructional needs of our students. An annual report is filed each year noting progress on all goals and is included in the SIP as well as the school's Title I plan.

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).

The entire R.B. Wright staff as well as parents and community members are involved in the development of our school improvement plan. Everyone together plays a vital role in the successful implementation of our school plan. The School Improvement Plan is presented to stakeholders in at least two meetings that are held each year to review data and goals and to discuss budget priorities for the upcoming/current school year.

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

R.B. Wright's School Improvement plan is made available to all stakeholders through informational meetings, PTO and School Council meeting which are held throughout the school year. Announcements are sent home to parents through the school newsletters, and copies are made available upon parent request. A finalized copy will be made available on the school web site, in the Media Center's Parent Resource area, and in the school's front office.

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.

R.B. Wright has access to two system side translators who translate information for our Hispanic families. This increases feedback to parents regarding grades, behavior, and attendance. Newsletters, report cards, and menus are translated into Spanish. Translators also assist as needed in PTO/parent involvement meetings and parent teacher conferences. A summary of our school's improvement plan will be translated into any languages represented by our school's student population and sent home to parents

18. Plan is subject to the school improvement provisions of section 1116 of ESEA as amended by Georgia's ESES Flexibility Waiver.

R.B. Wright's School Improvement Plan meets and complies with all the provisions of Section 1116.

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Action Plan for Improved Student Achievement

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ACTION PLAN - #1 (Reading)

Desired Results for Student Learning: For the baseline on the Georgia Milestone Assessment, RBW will score within 3% of the state average.

ACTION STEPS	TIMELINE	RESOURCES OR MATERIALS NEEDED	PERSONS RESPONSIBLE	MEANS OF EVALUATION
Staff development opportunities for teachers and paraprofessionals to improve Reading/English Language Arts instruction: <ul style="list-style-type: none"> • Bookworms Training • County-wide Reading Curriculum Meetings and Discussion • Advanced Content Meetings • Incorporation of WIDA standards • Reading in the Content Areas • Training in Thinking Maps 	July 2015 May 2016	<ol style="list-style-type: none"> 1. Title I funds 2. Staff development funds if available 3. RESA Workshops 4. Teacher release time 5. Collaborative planning time 6. Professional books, materials, videos 	System Curriculum Directors Special Education/ELL Teachers Grade level Teachers Paraprofessionals Principal Assistant Principal	Informal Observations Benchmark Data, Dibels, SLO, SRI RTI Data and Interventions Annual Evaluations Annual Georgia Milestone Results 1st-5 th Dibels Data SRI Data Grade Level Collaborative Meetings Documentation Professional Learning Logs Work Sampling Portfolios WSS Language and Literacy PALS Data PPVT Data GKIDS Data

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<ul style="list-style-type: none"> • SRI Training • Dibels Training 				
<p>Georgia Standards of Excellence, Differentiation Toolkit Box, Advanced Content, William and Mary Units, classroom libraries, media center books through the use of flexible grouping of students.</p>	<p>July 2015 May 2016 Daily decisions made upon analyzing student data throughout the year.</p>	<ol style="list-style-type: none"> 1. Title I funds 2. Staff development funds if available 3. Leveled reading textbooks 4. Media center books 5. RESA resources 	<p>Grade Level Teachers/Special Education Teachers Gifted Teachers Principal ELL teachers Paraprofessionals Speech Pathologist Assistant Principal</p>	<p>Reading logs Student work Student/Teacher Conferencing Documentation Read aloud evaluations Classroom Data Lesson plans Georgia Milestones results Formative and Summative Assessments RTI Documentation SLO, SRI, Dibels Assessment Progress Monitoring Data</p>
<p>Continued incorporation of technology as an added resource for the Reading and Writing Workshop Model, abcyca, Fastforward, Moby Max</p>	<p>July 2015 May 2016</p>	<ol style="list-style-type: none"> 1. Title I 2. Technology Department assistance 3. Software Programs and Licenses targeted for reading/writing instruction 4. SmartBoards 	<p>Principal/Assistant Principal Media Specialist Technology Department Teachers</p>	<p>Observations of Workshop Time in Reading and ELA Use of Computer Related Interventions in Reading/ELA Documentation in Lesson Plans</p>
<p>Purchase intervention sets from Mentoring Minds – Critical Thinking, Tiers II and III, Vocabulary and</p>	<p>July 2015 May 2016</p>	<ol style="list-style-type: none"> 1. Title I 	<p>Principal RTI/SST Coordinator Teachers</p>	<p>Classroom Teacher; Observation Lesson Plans Administration/ Grade Level Teacher Discussion</p>

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Accommodations				RTI/SST Coordinator Plans and Records Intervention and Accommodations Reading and ELA Data
Provide strategies and ideas that promote academic success that parents may incorporate at home through Home/School newsletters	July 2015 May 2016	1. Title I 2. Principal Funds	Principal Teachers Mentors Parent Coordinator School Council	Provided Monthly Newsletters Parent Discussions School and Teacher Websites

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Action Plan – # 2 (Mathematics)

Desired Results for Student Learning: For the baseline on the Georgia Milestone Assessment, RBW will score within 3% of the state average.

ACTION STEPS	TIME LINE	RESOURCES AND MATERIALS NEEDED:	PERSONS RESPONSIBLE	MEANS OF EVALUATION
Staff development opportunities in order to provide teachers with strategies to improve math teaching in all areas such as: <ul style="list-style-type: none"> • System-wide math training • System-wide math meetings • System Math coaches modeling in classrooms • Offering of Math Endorsement • Training on Georgia Standards of Excellence 	July 2015 May 2016	1. Title I Funds 2. Staff Development Funds if available 3. Collaborative planning time 4. Release time/substitutes 5. Detailed Plans and Guides (System Wide) 6. Versatiles 7. I-Station 8. Computers, tech support 9. Math Journal	All Teachers Principal Paraprofessionals System Curriculum Director System Math Coach Computer Lab	Classroom observations Annual Georgia Milestones results in math Lesson plans Student work Results from I-Station Math Journals
Georgia Standards of Excellence (GSE) will	July 2014 May 2015	1. Title I Funds 2. County-wide adoption	All Teachers	Lesson Plans Data from Practice

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be taught using Eureka Math, New York Models, Harcourt math, math investigations, DO The Math and Think math.		policy	Principal Paraprofessionals	Assessments
Provide appropriate instructional resources and supplies that promote Math instruction that include, but are not limited to: <ul style="list-style-type: none"> • Eureka Math Models (paper to print worksheets) • Math Software Programs and Licenses • Odyssey of the Mind • Task of the Month Materials • Academic Quiz Bowl Materials 	July 2015 May 2016	<ol style="list-style-type: none"> 1. Title I 2. County provided funds 3. Principal Funds 	Principal Teachers Clerk	Classroom Observations Administrator/Grade Level Conferences Lesson Plans
Continued incorporation of technology as an added resource for	July 2015 May 2016	<ol style="list-style-type: none"> 1. Title I 2. Technology Department assistance 3. Software Programs and 	Principal Media Specialist	Observations of math lessons Use of Computer Related Interventions in Math

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math instruction		Licenses targeted for math instruction 4. SmartBoards 5. CPS Units 6. Apps	Technology Department Teachers	Documentation in Lesson Plans/Grade Level Planning Form
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ACTION PLAN - #3 (Writing)

Desired Results for Student Learning: For the baseline on the Georgia Milestone Assessment, RBW will score within 3% of the state average.

ACTION STEPS	TIMELINE	RESOURCES AND MATERIALS NEEDED:	PERSONS RESPONSIBLE	MEANS OF EVALUATION
Staff development opportunities for teachers and Paras to improve in instruction: <ul style="list-style-type: none"> • Curriculum meetings at central office with ELA Committee • Formal Writing Assessments 	July 2015 May 2016	Title I funds Staff development funds if available RESA resources Teacher release time	Teachers Principal Countywide content area specialists/representative	Student work Classroom Data Lesson plans Annual Milestone results Annual Evaluations CPS Data Formative and Summative Assessments
Continued development of working units for Common Core Georgia Performance Standards Georgia Standards of Excellence (GSE) and follow Walpole and McKenna lesson plans as a guide	July 2015 May 2016	Title I funds Staff development funds if available RESA resources Collaborative planning time	Teacher Representatives	Finalized Units and Resources Schoolwide Rubric Mock/Practice Assessments

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		Comprehensive Solution Reading Website		
Provide appropriate instructional resources and materials including, but not limited Melissa Fornay materials, technology, online dictionary-thesaurus	July 2015 May 2016	Title I Funds SmartBoards Computers IPAD- Apps	Principal Teachers Media Specialist Teachers	Classroom Observations Administrator/Grade Level Conferences Lesson Plans

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ACTION PLAN - #4 (Social Studies & Science)

Desired Results for Student Learning: For the baseline on the Georgia Milestone Assessment, RBW will score within 3% of the state average.

ACTION STEPS	TIMELINE	RESOURCES AND MATERIALS NEEDED:	PERSONS RESPONSIBLE	MEANS OF EVALUATION
Staff development opportunities for teachers and Paras to improve in instruction: <ul style="list-style-type: none"> • Reading in the content area • Curriculum meetings • PL workshops 	July 2015 May 2016	Title I funds Staff development funds if available RESA resources Teacher release time Collaborative planning time Community Resources Economic Workshop	Teachers Principal Countywide content area specialists/representative	Student work Classroom Data Lesson plans Annual Evaluations CPS Data Formative and Summative Assessments
Continued development of working units for Integrated ELA and Common Core Units	July 2015 May 2016	Title I funds Staff development funds if available RESA resources ELA/ Common Core Integrated Learning	Social Studies and Science Teacher Representatives Curriculum Director from Central Office	Finalized Units and Resources
Provide appropriate	July 2015	Title I Funds	Principal	Classroom Observations

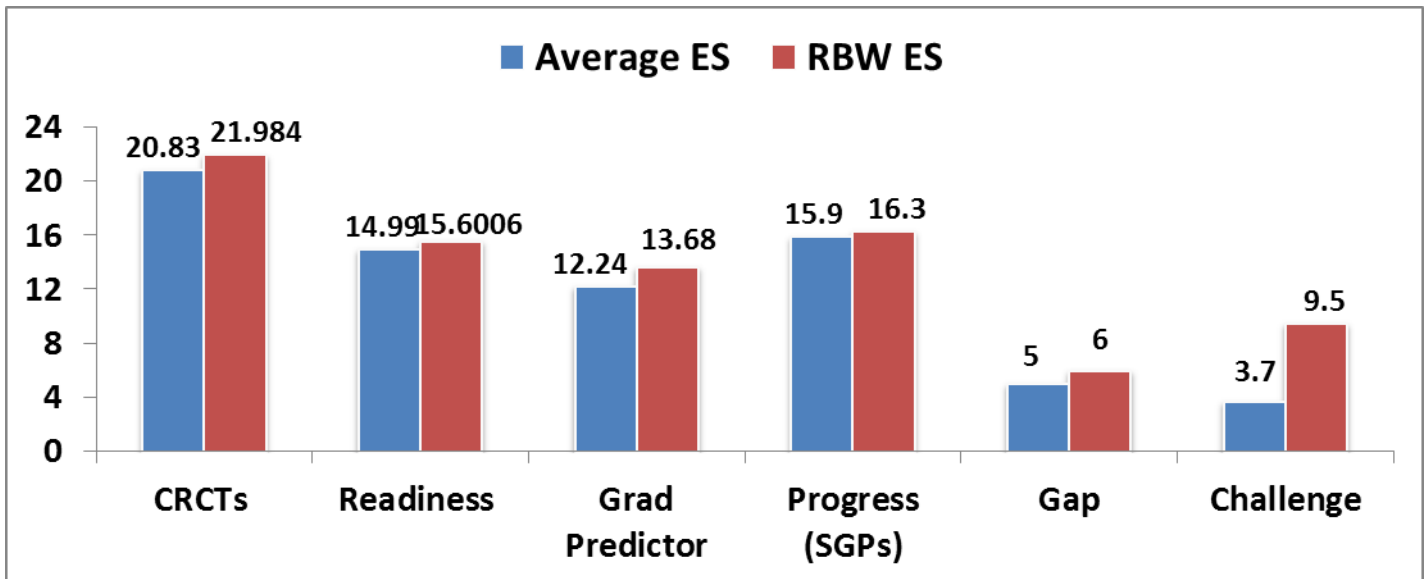
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<p>instructional resources and materials including, STEAM day supplies, Gallopade, Advanced Content, Developing Citizenship</p>	<p>May 2016</p>	<p>UnitedStreaming Field Trips off and On Campus 4-H Program with UGA Extension Office SmartBoards Materials for Lab High Tech and High Touch CPS units Science Olympiad Resources and Materials Science and Social Studies Hands on Materials for Experiments and Learning etc. Academic Quiz Bowl Materials</p>	<p>Teachers Media Specialist Instructional Technologist Specialist 4-H Extension Office Representative</p>	<p>Administrator/Grade Level Conferences Lesson Plans</p>
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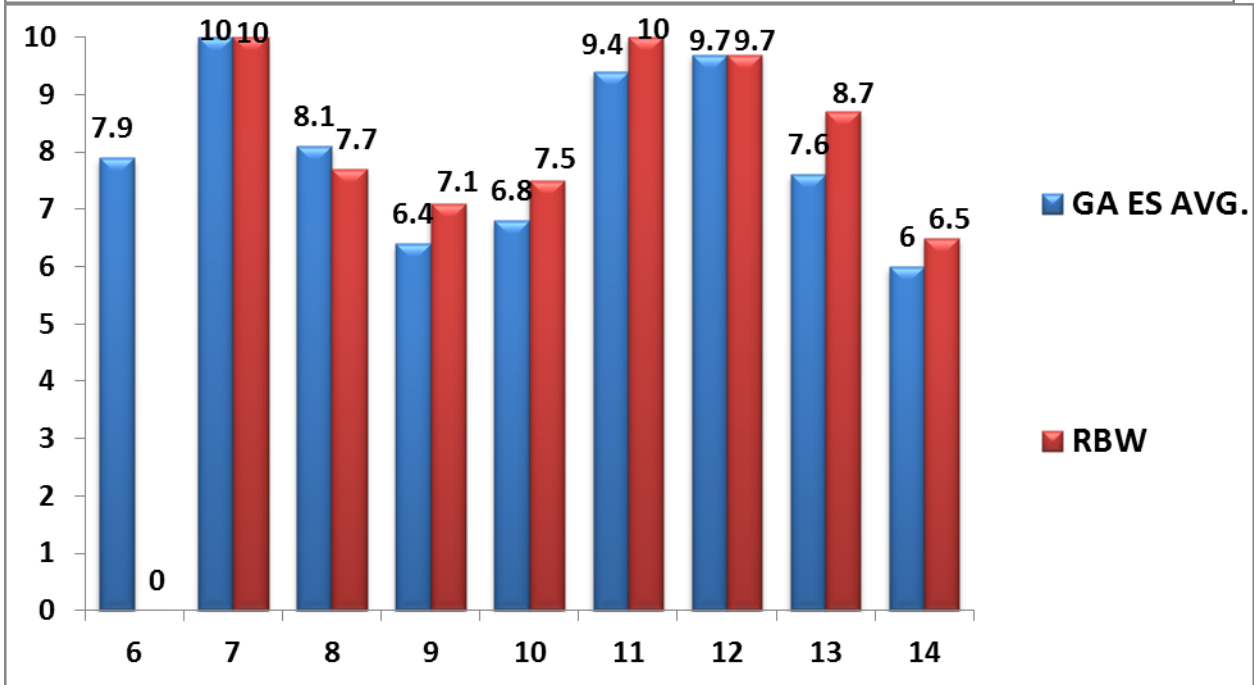
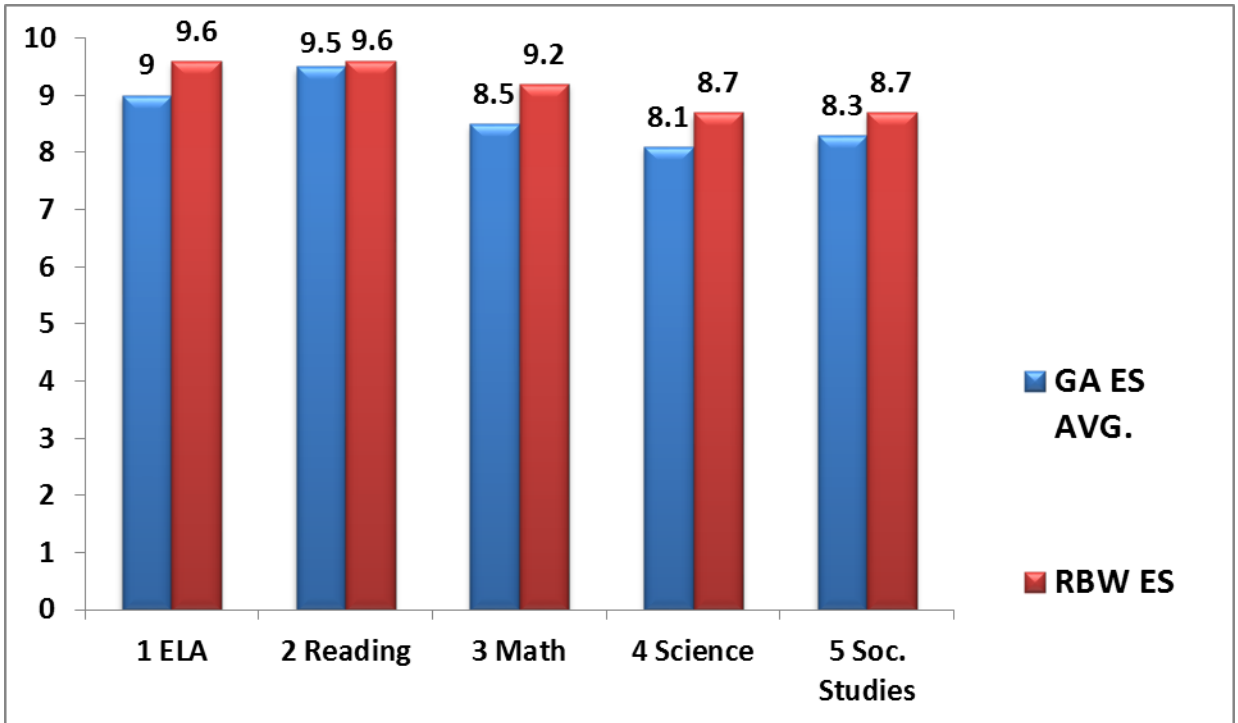
Appendix A Student Achievement Data

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2014	CRCTs	Readiness	Grad Predictor	Progress (SGPs)	Gap	Challenge	TOTAL
Average ES	20.83	14.99	12.24	15.9	5	3.7	72.66
RBW ES	21.984	15.6006	13.68	16.3	6	9.5	83.0646
Difference	1.154	0.6106	1.44	0.4	1	5.8	10.4046
Percentage	6%	4%	12%	3%	20%	157%	14%



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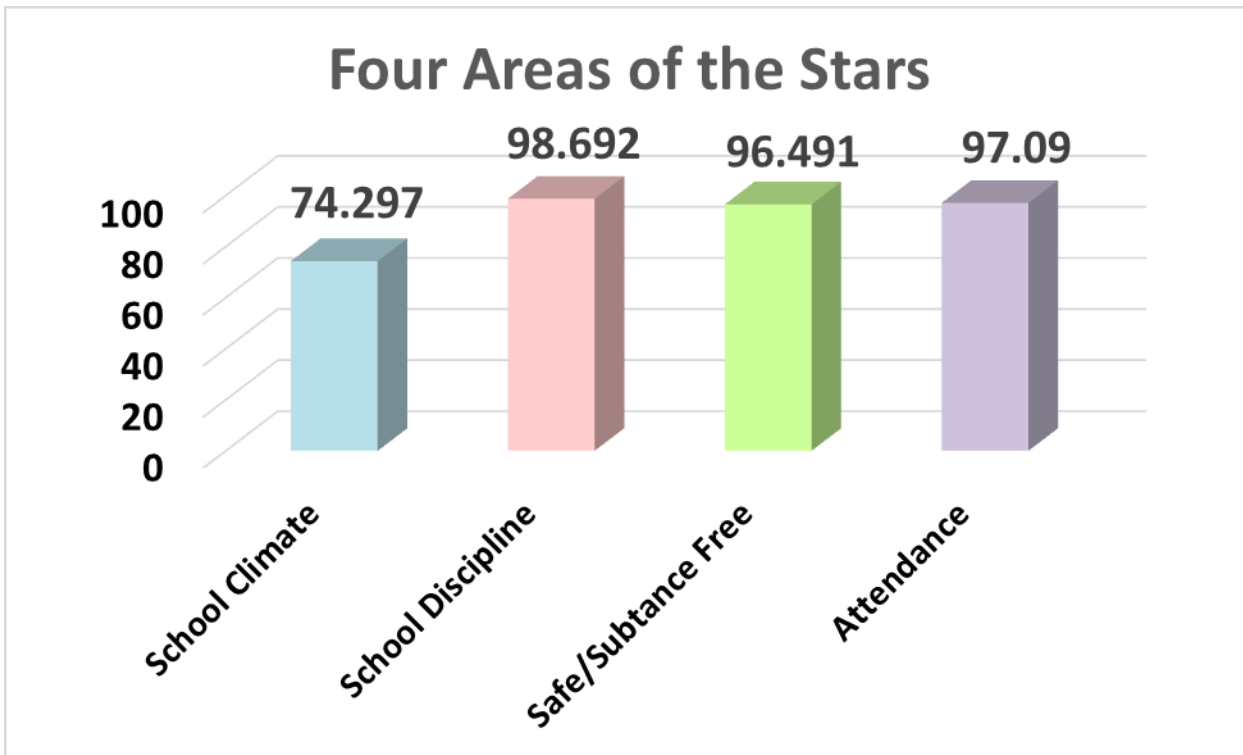


- Indicator 6 is not available due to not enough students in category.

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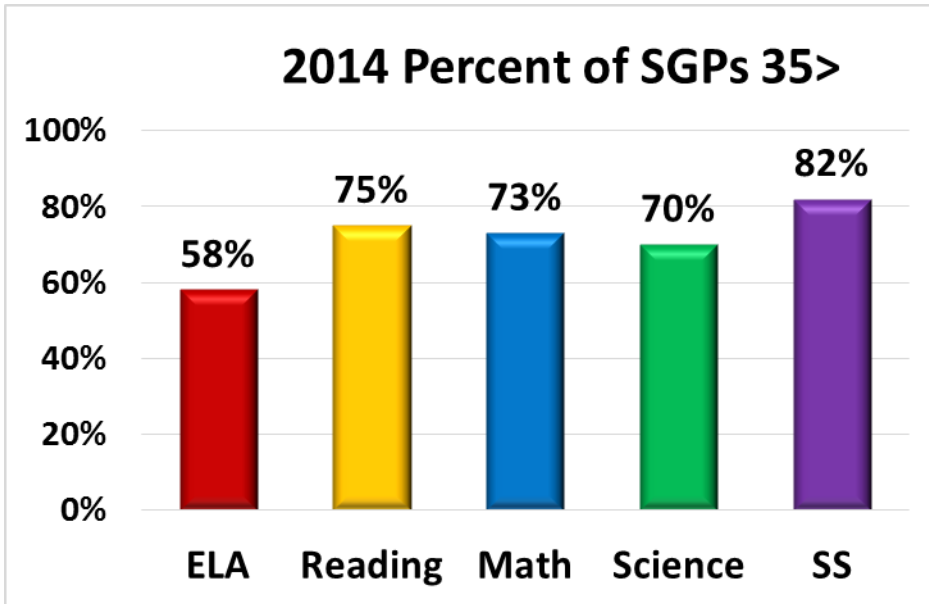
LEXILES

2014	State Avg 2014	RBW
3rd Grade (650L)	64%	71%
5th Grade (850L)	68%	75%



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Growth



Dibels Data 14-15 (Reading Data)

	B1 to B3 Red to Yellow	B1 to B3 Red to Green	B1 to B3 Yellow to Green	B1 to B3 Green to Green
Kindergarten	25 to 7 28%	25 to 10 40%	22 to 19 87%	57 to 54 95%
1 st Grade	7 to 9 78%	31 to 51 61%	21/21 100%	27 to 28 100%
2 nd Grade	18 to 4 22%	18 to 2 11%	19 to 5 26%	65 to 59 90%
3 rd Grade	4 to 22 18%	0	8 to 25 32%	55 to 48 88%

Green- At or Above Benchmark

Yellow- Below Benchmark

Red- Well Below Benchmark