

**Bibb County School District  
 CONSOLIDATED SCHOOL IMPROVEMENT PLAN  
 2010-2012**

The Consolidated School Improvement Plan (CSIP) contains and/or is aligned with the following guidelines and mandates:

<p><b>Elementary and Secondary Education Act (ESEA )</b></p>	<p>Federal and State mandate          Required for all Bibb County Schools</p>
<p><b>AdvancEd (SACS CASI)</b></p>	<p>Required for District-wide Accreditation</p>
<p><b>Georgia Department of Education Annual School Improvement Plan</b></p> <p><b>AYP Addendum (as appropriate)</b>          ___NI School Improvement Focus Plan (NI-1 and NI-2)          ___Corrective Action Plan (NI-3 and NI-4)          ___Restructuring Plan (NI-5+)</p>	<p>Georgia DOE mandate          Required for all Bibb County School District Schools</p> <p>NI, Corrective, and Restructuring Plans must be implemented in the same year written with a two-year plan required. Revisions may be made as new data becomes available.</p>
<p><b>Title I</b>          ___x_ New Title I Schoolwide Plan          ___Annual Addendum          ___Targeted Assistance Plan</p>	<p>Required for all Title I Bibb County School District Schools</p> <p>New Schoolwide Plans require a stakeholder survey and an intensive year-long research and planning process</p>
<p><b>Bibb County School District Plans</b>          Special Education Plan          Professional Learning Plan</p>	<p>Required for all Bibb County School District Schools</p> <p>The Professional Learning Budget should be placed in the CSIP Appendix and copied to the Department of Professional Learning.</p>

**Table of Contents**

<b>Section</b>	<b>Page #</b>
Statement of Quality Assurance	3
Integration of AdvancEd (SACS CASI) and Georgia DOE School Standards	4
Steering Committee Members and Signatures	5
Developing a Comprehensive Needs Assessment	6
Mission and Vision	7
Leadership and Governance	9
Scientifically Based Research	10
School Culture/Climate	13
Teacher Involvement in Decisions Regarding the Use of Academic Assessments	15
Stakeholder Communication	16
Instruction by Highly Qualified Teachers	17
Focusing Daily Lessons and Differentiating Instruction to Meet Student Needs	18
Providing Students with Effective, Timely Additional Assistance to Meet Student Needs	20
Plans for Assisting Students during Transitions	21
Support Services for Student Learning	20
Strategies to Increase Parental Involvement	23
Coordination and Integration of Federal, State, and Local Services and Programs	25
Reading/ELA Action Plan	26
Math Action Plan	27
Science Action Plan	28
Social Studies Action Plan	29
Attendance Action Plan	29
Graduation Action Plan (High Schools Only)	
Special Education Action Plan	29
Professional Learning Action Plan	31

**Statement of Quality Assurance**

To ensure that school improvement stakeholders have a common understanding regarding the development and implementation of the Consolidated School Improvement Plan prior to its approval, each party is asked to carefully review this section and the plan in its entirety. By his or her signature on this page, each party attests to the fact that he or she approves of the plan.

I hereby certify that, to the best of my knowledge, the information contained in the attached Consolidated Schoolwide Improvement Plan (CSIP) is correct, complete, addresses all components required under Federal, State, and district laws, policies, and regulations, and that all specified assurances have been and/or will be met within the operating period of this plan.	
Principal: Donna Jackson	Date:
Deputy Assistant Superintendent:	Date:
Director of Special Programs:	Date:
Title I School Improvement Coordinator:	Date:
Superintendent:	Date:

**Establishing a CSIP Facilitator, Steering Committee, and Subcommittees**

The principal appoints a CSIP Facilitator and ensures that the Steering Committee (SC) is representative of all stakeholders. The CSIP Facilitator is responsible for oversight of the CSIP throughout the planning process and the submission of the final document to the principal for approval. The SC is comprised of the CSIP Facilitator and the chairpersons of all subcommittees. The SC and subcommittees are responsible for the development, the on-going monitoring, and implementation of the CSIP. The SC will make necessary revisions to the Plan, collect evidence files for Quality Assurance and perform the End-of-Year Review of the school's success in implementing the Consolidated School Improvement Plan.

**Integration of AdvancED (SACS CASI) and Georgia DOE School Standards**

The following standards are incorporated and adhered to in this CCSIP document:

	<b>AdvancED (SACS CASI) Accreditation Standards</b>	<b>Georgia School Standards</b>
1	Vision and Purpose	Sequenced and Organized School Curriculum
2	Governance and Leadership	Collaborative Planning for Curriculum Delivery
3	Teaching and Learning	Systematic Process for Monitoring/Evaluating Curriculum Implementation
4	Documenting and Using Results	Systematic Use of Data to Maximize Student Achievement
5	Resources and Support Systems	Comprehensive School-Based Assessment and Evaluation System
6	Stakeholder Communications and Relationships	Data Analysis
7	Commitment to Continuous Improvement	Instructional Alignment with GPS and District Expectations
8		Research-Based Instruction
9		High Expectations for All Learners
10		Shared Vision and Mission
11		Comprehensive School Improvement Planning Process
12		Collaborative Planning for Fiscal Management and Resource Distribution
13		Safe, Productive, and Inviting Learning Atmosphere
14		Active and Sustained Involvement of Student, Family, and Community
15		Organizational Structures and Process for Stakeholder Involvement
16		Stakeholder Needs Addressed through Services and Partnerships
17		Professional Learning Communities
18		Alignment of Professional Learning with School Goals and Best Practices
19		Professional Learning Content
20		Leadership Commitment to High Expectations
21		Leadership Management and Organization
22		Distributed Leadership and Planning
23		Shared Governance
24		School Culture Reflects and Reinforces Stakeholder Growth
25		Community of Teaching and Learning

**CSIP Steering Committee Members**

<b>Participant/Role</b>	<b>Printed Name</b>	<b>Signature</b>
CSIP Facilitator	Jennifer Sadler	
School Administrator	Donna Jackson	
School Counselor	Deb Eidam	
Special Education Representative	Leslie Johnson	
Parent/Community Representative	Heather Dummit	
Leadership Chair	Donna Jackson	
Data Team Representative	Joyce Cicalese	
Research Chair	Rhonda Jones	
Media Specialist	Lynn Suarez	
Professional Learning Liaison	Jennifer Sadler	
Classroom Teacher	Natalie Preston	
Writing and Editing Chair	Sabre Bostwick	
Family Engagement Facilitator	LeWanna Stubbs	
Other		

**CSIP Steering Committee Members**

<b>Participant/Role</b>	<b>Description of Role</b>
CSIP Facilitator	Review plan and monitor progress in plan development
School Administrator	Communicate implementation of plan to Title I School Improvement Coordinators and stakeholders
School Counselor	Serve as liaison between parent and School Improvement implementation in the school guidance focus <b>(from the guidance perspective)</b>
Special Education Representative	Serve as liaison between general education and Special Education to ensure the needs of Students with Disabilities are met
Parent/Community Representative	Serve as voice for the parents and share their views on School Improvement
Leadership Chair	Represent the School Leadership Team in the School Improvement Process
Data Team Representative	Present data from a variety of sources on School Improvement
Research Chair	Work with data chair to evaluate current research to support the School Improvement process Share research with staff and support staff initiatives on School Improvement
Media Specialist	Provide information as to current resources available and work to ensure additional resources are procured to support School Improvement
Professional Learning Liaison	Coordinate professional learning process to support School Improvement Plan implementation
Classroom Teacher	Assist in identification of classroom practices that support School Improvement goals and student learning
Writing and Editing Chair	Consolidate information to write the plan and maintain the history of the process
Family Engagement Facilitator	Ensure family engagement opportunities through the plan development process
Other	

**Developing a Comprehensive Needs Assessment (ESEA Mandate)**

**School Profile:** See appendix for a copies of the Georgia DOE Report Card, AYP results, survey results, GAPSS analysis results, AS-400 data, and other test scores as appropriate.

**Describe how the school stakeholders and the CSIP Steering Committee developed a comprehensive needs assessment. Include information about when, where, and how the team met\*.**

At the beginning of the 2009-2010 school year the staff analyzed CRCT score reports to identify areas of strength and areas of weaknesses as reflected on the state assessments. The planning for Heritage Elementary School’s School-wide Title I Program began with our School-wide Planning Team meeting on December 15, 2009. The planning team comprised of parents, teachers, community members and administrators met periodically from that date to identify, evaluate and discuss areas of need. During a fall Title I Parent Meeting a needs assessment was distributed to parents to obtain data reflecting school climate, culture and instructional program. The areas of strength were identified and areas in need of improvement were noted. The faculty participated in in-service training focusing on reform strategies aligned to the school’s areas of need. Training occurred through professional development, site-based workshops and staff meetings.

**Steps and Activities of the Planning Process**

Meeting Date	Agenda Topics/ Planning Steps	Meeting Participants		
		Planning Team	All Staff	Parents
9-21-2009	Work session: Principal, Academic Coach, Title I Teacher and School Test Coordinator reviews and analyzes 2009 CRCT score reports.	Partial Team X		
9-29-2009	Work session: Discuss student progress made during the 1 <sup>st</sup> semester, review and revise strategies.	X		
10-20-2009	Title I Parent survey			X
12-15-2009	Staff/Parent meeting: Discuss progress made during the first semester; solicit comments/suggestions.	X		
1-15-2010	Planning meeting: Discuss interventions and program strategies that need to be implemented based on stakeholders surveys, Southern Association of Colleges	X		

	and Schools (SACS) Goals/Objectives, and student achievement. Develop proposed school-wide plan.			
3-22-2010	Planning meeting: Review plan, suggest final corrections, additions, clarifications.	X		
3-24-10	School Council Meeting: Presentation of plan, suggestion of input, clarifications, etc .			X
4-12-2010	Classroom teachers distribute proposed Title I School-wide goals to parents in the students' weekly folders. Parents are asked to reply concerning strengths, weaknesses, concerns or suggestions.		X	X
4-27-2010	Stakeholder meeting: Final plan is presented to stakeholders.		X	X

**List the types of data analyzed and placed in the appendix.**

The results of the achievement data analyzed from the 2009 AYP report indicates that the areas of success were in the subjects of reading and English/Language Arts. However, there is an achievement gap in reading and English/Language Arts between Students with Disabilities and other subgroups that needs to be addressed.

The results of the reading portion of the CRCT in the spring of 2009 are 92.2% meets or exceeds. Although this is a score that we are proud of, the staff did notice that our 1<sup>st</sup> grade reading scores were only 87% meeting or exceeding. This led the staff to consider what deficits in our reading and literacy program might be contributing to the 13% of the 1<sup>st</sup> grade population that did not meet standards on the CRCT. Data from the kindergarten assessment Georgia Kindergarten Inventory of Developing Skills (GKIDS) was analyzed and the results of Qualitative Spelling Inventory (QSI), which is summarized below, helped to determine more specific deficiencies that need to be addressed.

The graphs located in the appendix represent the supporting data used to determine student academic performance.

**Identify the subgroups for which assessment results are disaggregated regardless of whether or not the subgroup is large enough to constitute a group that affects AYP.**

The subgroups for which assessments results were analyzed were Asian, Black, White, ELL, Hispanic, Multiracial, Speech, PEC (EBD, MID, OHI) Students w/ Disabilities /SWD and Economically disadvantaged /ED students.

**School Mission and Vision**

	<b>Bibb County School District</b>	<b>School</b>
<p><b>Vision</b> What is our image of a successful school for our stakeholders?</p>	<p><b>Vision</b> Achievement and Performance for... Every child Every classroom Every school</p>	<p><b>Vision</b> Today's Learners, Tomorrow's Leaders</p>
<p><b>Mission</b> How will we make our vision a reality?</p>	<p><b>Mission</b> Our Mission is to provide a high quality education for all Bibb County students in a safe and comfortable environment, and to make use of all human and technological resources in preparing graduates for post-high school objectives</p>	<p><b>Mission</b> The Heritage family grows together as we care, share, lead, and learn.</p>
<p><b>Values</b> What beliefs and standards guide our mission?</p>	<p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Highly qualified workforce</li> <li>• Positive culture and climate</li> <li>• Communication and Information</li> <li>• Student Achievement</li> </ul>	<p><b>Values</b> The Heritage Elementary school community understands staff behaviors are the cornerstone to advancing our school's Mission, Vision and Values. The Heritage staff collectively and individually commit to promoting positive behaviors and attitudes by modeling the qualities of good character among colleagues and students. Staff and students will collaborate throughout the learning process to achieve academic success and celebrate accomplishments. We will continue to instill values in our staff and students as we care, share, lead, learn and grow the leaders of tomorrow at Heritage Elementary today.</p>

**Leadership and Governance**

Write a brief narrative for each question describing your conclusions drawn from the School Needs Assessment. All conclusions should be based on data.

**Describe the school’s strengths.**

The results of the achievement data analyzed from the 2009 AYP report indicates that the areas of success were in the subjects of reading and English/Language Arts. However, there is an achievement gap in reading and English/Language Arts between Students with Disabilities and other subgroups that needs to be addressed.

The results of the reading portion of the CRCT in the spring of 2009 are 92.2% meets or exceeds. Although this is a score that we are proud of, the staff did notice that our 1<sup>st</sup> grade reading scores were only 87% meeting or exceeding. This led the staff to consider what deficits in our reading and literacy program might be contributing to the 13% of the 1<sup>st</sup> grade population that did not meet standards on the CRCT. Data from the kindergarten assessment Georgia Kindergarten Inventory of Developing Skills (GKIDS) was analyzed and the result of Qualitative Spelling Inventory was analyzed to determine more specific deficiencies that need to be addressed.

The Heritage Elementary School faculty consists of highly qualified teachers ranging from beginning teachers to veteran teachers with advanced degrees.

**Summary of Staff Qualifications**

<b>Degrees</b>	<b>Number of Teachers</b>
Bachelor of Science	17
Master	19
Specialist	15

On-going professional learning opportunities will be provided throughout the year for the faculty to further develop instructional knowledge and skills through the following means:

- Professional learning opportunities based on proven scientific research will be provided throughout the year to increase the level of proficiency in the area of math instruction, writing instruction and differentiation. These areas were determined through data analysis and teacher input.
- Faculty will review individual student deficiencies and develop strategies to address the students’ needs during Common Planning Time meetings, meetings with the Performance Learning Coach, Instructional Coach or administration.
- The Performance Learning Coach will demonstrate math best practices in classrooms.
- The Instructional Coach will demonstrate best practices in writing.

**What evidence do you have to support this perception?-**

The evidence is based on the CRCT and AYP results, benchmark assessments, report card grades, parent surveys and class work assignments. Heritage offers numerous opportunities to build a positive relationship with parents. Over 11,000 volunteer hours were recorded for the 2009-2010 school year. The Family Engagement Coordinator conducted 7 parent workshops throughout the school year. Parent feedback surveys reflected positive and insightful comments.

**Describe the school's opportunities for improvement.**

Analysis of the 2009 QSI indicate that 20% of students in kindergarten and first grade are lacking in phonetics skills that if not corrected can create a challenge to becoming proficient in advanced reading skills.

Analysis of data from the Criterion Referenced Competency Test indicated that a weakness existed in the area of mathematics for "All Students". Approximately one out of every five students in grades three through five did not meet standards on the math CRCT assessment. As stated previously, AYP data also indicates a need in the area of reading/ English Language Arts for Students with Disabilities. Approximately one out of every four Students with Disabilities did not meet standards on the reading/English Language Arts sections of the 2009 CRCT.

Improving writing scores for our 5th grade students is also identified as an area of need. In 2007 our scores reflected that 82% of our students met or exceeded the standard for writing. However, last year, in 2008 our scores started a downward trend reflecting a drop to 76% of our students. In 2009, 75.6% of our 5th grade students met or exceeded standards on the state writing assessment. Our interest in providing assistance to our teachers in this area is twofold. First, we want to be proactive and address this decline before it gets any worse. Second, we want to move more of our students into the "exceeds" category to correlate more closely with our 5<sup>th</sup> grade reading scores.

When the instructional program at Heritage was examined using the "School Keys" and "Class Keys" standards, the following was identified as an area of strength: implementation of inclusion. Student motivation and planning with deep knowledge of content and delivery techniques were identified as areas of need.

Surveys/interviews were administered to parents. Although parent surveys/interviews indicate that home to school communication is a strength at Heritage, the involvement of parents that are not available during school hours is identified as an area of need.

Specific targets for improvement are outlined in our Schoolwide Balanced Scorecard which is included as an attachment.

An in-depth review of achievement data, Georgia School Standards Class Keys and School Keys results reveal that some root causes of the academic deficiencies are that the following areas related to Curriculum, Instruction, Planning, or Organization need to be improved: staff depth of knowledge of content and delivery techniques; effective use of differentiation and flexible grouping; integration of technology; and the provision of additional opportunities for extended learning time.

Based on the analysis of student achievement data and a profile of root causes, the following needs are identified:

- Improve the academic achievement in the area of math schoolwide
- Improve academic performance in reading/English Language including writing

Improve student motivation  
Increase opportunities for parent involvement

**What evidence do you have to support this perception?**

The evidence is based on the CRCT and AYP results, benchmark assessments, surveys, report card grades and class work assignments.

**Describe the current governance structure/decision-making process of the school.**

-Instructional Decisions are made using various sources of data. Allotment sheets, formative and summative evaluations, programmatic needs, Needs Assessments, etc. are all used to help create the best instructional plan for the students and teachers at Heritage.

-Creating master schedule has allowed each grade level to have common planning time two times per week and individual planning time three times per week.

-Instructional initiatives are determined by Georgia Performance Standards. The Better Seeking Team reviews county initiatives and monitors implementation.

-Professional Learning is ongoing and job embedded. Two academic coaches provide support of county initiatives through modeling. Book Studies and other professional learning are determined by school needs.

Heritage school involves stakeholders in the decision making process. The school council meets throughout the year in an advisory capacity. The PTA also is very active and works directly with administration to help make decisions that impact the students. The principal, along with the Better Seeking Team, works cooperatively to make decisions for the school. Instructional plans, scheduling decisions as well as staffing selections are all discussed with the BST.

**Describe how the school leadership makes instructional decisions regarding staffing, creating a master schedule, selecting instructional initiatives, and providing professional learning opportunities.**

Leadership, along with input from the Better Seeking Team carefully makes decisions about selecting the most qualified staff members. Schedules are created with input from all specialty teachers, classroom teachers and instructional coaches. The leadership team carefully analyzes school instructional data to determine which professional learning opportunities are most needed for the school. County initiatives are also an essential piece of our professional learning plan. The county has created an Individual Learning Plan that helps ensure that all Bibb County teachers are trained thoroughly on system initiatives.

**Briefly describe how the leadership communicates and enlists the assistance of central office personnel to ensure that SACS standards are met in the areas of non-instructional support (facilities, finance, transportation, nutrition, and health).**

Central office provides guidelines for schools to follow that ensure compliance with all SACS standards. Annual inspections of the facilities, which include the nutrition department, consistently meet all standards. Heritage has the health department check immunization records. The teachers, along with office personnel, work diligently to ensure that immunization records are current on all students. Heritage also has a bookkeeper that works with the secretary and administration to ensure that all financial records are maintained accurately.

These guidelines are communicated to school leadership through multiple sources. Monthly Principal/Superintendent meetings and Quarterly Zone meetings both allow central office personnel to help ensure guidelines are clearly understood and followed. Email and phone communication also helps maintain daily contact between the central office and the school.

### **School Culture/Climate**

**Describe the methods utilized to ensure a school culture that is pervasively academic and demonstrates high expectations for teaching and learning. Consider such factors as maximization of instructional time, common planning time, job-embedded professional development, philosophy reflects belief that all students can and will learn, etc.**

Since Heritage became a Title I school, a new focus on ways to most directly impact the academic achievement of the students has been a priority. The Better Seeking Team, along with other stakeholders has closely examined past instructional practices, instructional weaknesses and created a plan that provides the students at Heritage with the best opportunities to learn.

Heritage Elementary demonstrates high expectations through these practices: Academic clubs-Technology Club, Quiz Bowl, Reader's Cup

Professional Learning: Book studies, math training through the instruction of Deb Armitage, Writing instruction by studying experts such as Lucy Caulkins and Differentiation training.

Instructional time is monitored by administration on a daily basis. Walk throughs, formal observations, faculty meetings, grade level department meetings, handbook and emails are all used to help ensure that instructional time is maximized and used effectively.

**Describe how the school-wide discipline plan is developed and/or revised.**

Heritage has a discipline committee that meets throughout the year. Two years ago, the team felt there was a need for a new school-wide plan. The team examined multiple plans from other schools and then selected one that the team thought best met the needs of the staff, parents, and students. Discipline data is monitored throughout the year and discussed. Some revisions have occurred at the end of the last two years, but overall the plan seems to be effective and has needed very few changes. Discipline issues have decreased during the 2009-2010 school year. The committee feels that the plan is understood well by the students and parents and as a result is a beneficial plan.

**Describe the methods utilized to address the social and emotional growth of each student.**

The Heritage staff works to ensure that students have a safe and supportive environment to learn in. Character education is emphasized daily. Students who display specific character traits are recognized weekly. Students are encouraged to explore developing interest through various clubs. Heritage staff members sponsor clubs such as: Junior Beta, Safety Patrol, Green Team and the Eagle Eye News Team.

The Family Engagement Coordinator develops and implements parent workshops driven by parent interest. Workshops planned include:

- Title I Informational Parent meeting
- Families Putting Reading First
- Improving Math and Homework Skills
- Instructional Focus (8 Step)
- Building My Child's Self Esteem
- CRCT and Improving Test Taking Skills
- Keeping My Child Motivated Over the Summer

Students experiencing difficulties with social or emotional issues are provided small group or individual counseling by the school or individual counseling by the school counselor: Students may also be paired with a staff member who will serve as a mentor throughout the year.

\*See appendix for a copy of the current school-wide discipline plan

**Teacher Involvement in Decisions Regarding the Use of Academic Assessments (ESEA Mandate)**

**Explain how data resulting from academic assessments are used to inform and revise daily instruction.**

The teachers disaggregate and analyze data on state assessments, benchmarks, progress reports and course grades. Data is collected and analyzed during faculty meetings, grade level meetings, and Better Seeking Team meetings throughout the year. The Better Seeking Team is the school leadership team comprised of teachers and administrators. During grade level common planning time students' individual needs are discussed and strategies are developed that are aligned to the deficiencies. Rubrics, assessments, and instruction are planned, developed and utilized with the students in instructional settings. The Better Seeking Team analyzes data to determine trends across grade levels and advise administrators and staff on assessment decisions.

Teachers are specifically involved in the analyzing the following assessments:

- Math Pre- and Post-Tests
- Criterion Referenced Competency Test
- Iowa Test of Basic Skills
- Diagnostic Reading Assessment
- Quality Spelling Inventory
- Writing Test
- GKIDS
- Georgia Alternative Assessment
- Instructional Focus
- Benchmarks
- 8 Step Process-Teachers develop instructional focus calendars
- AIMS Web
- Skills Tutor
- SuccessMaker
- Think Gate

**Describe how teachers are involved in the decision-making process of selecting, implementing and monitoring academic assessments.**

Heritage Elementary teachers are involved in disaggregating and analyzing data on State standardized assessments. Data is collected and analyzed during faculty meetings, common planning time and grade level meetings throughout the school year. As a result of disaggregating and analyzing data, the teachers discuss ways and strategies to meet the individual needs of their students. Instructional focus calendars are developed to help map out the re-teaching of skills that were determined to be weaknesses for the students. They develop aligned assessments and utilize rubrics to monitor students' academic progress and mastery of Georgia Performance Standards. Teachers are involved in utilizing and analyzing assessments which drive their instruction.

**Stakeholder Communication (ESEA Mandate)**

1. Provide Individual Student Assessment Results and Interpretation to Parents

**Describe the process by which teachers and administrators interpret and articulate assessment results to stakeholders.**

The State Assessments are the Criterion Referenced Competency Test (CRCT) and the Georgia Writing Test . The CRCT is given in five content areas: reading, language arts, math, science, and social studies.

Parents are notified of their student’s test scores in various ways. Each student’s parent meets with the homeroom teacher at the beginning of the year to discuss the previous year’s test results. Strengths, weaknesses and goals are identified. Writing test results are attached to the end of the year report card. Schoolwide test results are located on the GaDoe Report Card website. We also discuss school results at PTA functions, School Council meetings, newsletters, and on the school website. CRCT and ITBS results are sent home in the fall with a letter explaining the scores.

***Summary of AYP:***

Heritage Elementary School met the AYP criteria for Test Participation.

Heritage Elementary School met the AYP criteria for Academic Performance.

Heritage Elementary School met the AYP criteria for Second Indicator.

Heritage Elementary School is not in Needs Improvement.

***Second Indicator was Attendance***

***Absent over 15 days by subgroup:***

***All students: 3.2% / Asian Pacific 0% / Black 1.4% / Hispanic 8.3% / White 5.8%***

***SWD 5.2% / Econ Disadvantaged 4.1% / ELL 0%***

The results of assessments are shared and interpreted to parents during parent meetings, conferences, community presentations, school council meetings, and per parent request.

2. Provisions for Public Reporting of Disaggregated Data

**Describe the various ways by which your school will communicate to the widest possible range of stakeholders (e.g., parents and community) the results of the disaggregated data.**

The Georgia Department of Education collects and disaggregates state, district and school-level data and publishes this data in the form of Annual Yearly Progress (AYP) reports and school report cards. The Bibb County School District also collects and disaggregates data and publishes it on the system’s balanced

score card. In the same way, data collection and desegregation of student data is an on-going process at Heritage School. Georgia CRCT, Iowa Test of Basic Skills (ITBS), Georgia Writing Test (GWT), benchmark and universal screening data are compiled each year on an annual (Georgia CRCT, ITBS, GWT) and quarterly (benchmark and universal screening) basis. This data is posted in the school or may be obtained by request from the school administration. The data is further disaggregated in Better Seeking Team meetings, department meetings and grade level meetings. Student test data is utilized to evaluate current practices and programs throughout the school year.

3. Public Dissemination of the School Improvement Plan to all Stakeholders

**Describe the methods and media by which the CSIP will be communicated with school stakeholders, including staff members, students, parents, and community members. \***

The test data is collected according to state guidelines by the system Director of Testing and Instructional Technology. The GA State Department of Education disaggregates the data and provides documentation to the system and the school. This data is in turn provided to the media through the system central office. At the school level the principal, counselor, instructional coaches, and teachers disaggregate national, state, system, and school data to develop student profiles that guide instruction and learning. The plan will be available at the school and in the district office for viewing.

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

4. Standardized assessment data is collected and reported in accordance to state guidelines.
5. Disaggregated assessment results meet the reliability and validity requirements as established by the state and are thereby statistically sound and research based.

**Instruction by Highly Qualified Teachers (ESEA Mandate)**

**Describe the policies and procedures used to ensure adherence to Federal mandates regarding “Highly Qualified” instructors.**

The qualifications of all prospective employees are closely reviewed by the Human Resources Department to ensure that all state and federal requirements for Highly Qualified personnel are met before a recommendation for employment is made to the LEA (Local Education Agency). All current instructional employees are highly qualified.

Heritage Elementary School will provide high-quality curriculum and instruction in a supportive and effective learning environment by a highly qualified staff that enables students to meet the State’s student academic achievement standards. Highly qualified teachers and paraprofessionals will utilize research-based instructional strategies. The school will provide training to staff that will strengthen the staff’s ability to educate students. Data obtained through class assessments and standardized testing will assist teachers in helping students meet Georgia Performance Standards. All students will be exposed to a supportive and effective learning environment through the regular classroom, computer labs, and tutoring programs.

**Describe policies, procedures, initiatives, and programs in place to recruit and retain highly qualified instructors at this school.**

Heritage Elementary School attracts teachers through participation in the Annual District-Wide Teacher Recruitment Fair. Heritage has updated its recruiting tools to include web based opportunities for potential candidates to learn more about our school. Potential candidates can contact the school and forward their resumes via the web based option. Teachers at Heritage Elementary School participate in the Mentors Program for new teachers to provide new employees with support. New teachers participate in new teacher orientation activities prior to the beginning of the school year. Each new teacher is also assigned a Teacher Support Specialist to serve as their mentor on the school level. Heritage has a Teacher Retention Plan that explains specific strategies used to retain quality teachers.

The administrative staff at Heritage has in place strategies to promote a positive culture. Staff members are acknowledged with tokens of appreciation throughout the year as well as during Teacher Appreciation Week. In addition, the Administration hosts two staff parties annually, to promote collegiality. School climate is validated through the low turnover rate of our staff.

**Focusing Daily Lessons and Differentiating Instruction to Meet Student Needs (ESEA Mandate)**

**Describe how administrators, teachers, and instructional support personnel ensure the use of a standards based curriculum delivery.**

Heritage administrators conduct both formal and informal instructional walkthroughs in all classrooms. The formal walkthroughs look for specific criteria that shows evidence of a standards based classroom. Teachers write lesson plans that include research based, best practices. The lessons are created using the Georgia Performance Standards. Lesson plans follow county curriculum pacing guides. When reviewing lesson plans, standards and pacing guides are checked. Writing instruction follows the Bibb County Writing Checklist. Writing folders are checked three times per year.

**Describe how administrators, teachers, and instructional support personnel: plan for, implement, and monitor research-based instruction that is effective and appropriate to student needs.**

Monitoring the effectiveness of classroom instruction is done through formative assessments that occur during the year. System wide benchmarks, Think Gate, are given, scored and analyzed three times per year. AIMS Web, DRA, 8 Step and SuccessMaker are also instructional, formative assessments that are used to help monitor the effectiveness of instructional practices.

**Explain the role of RTI/Student Support Team (SST) process in identifying students at risk and the process established to customize, monitor, and evaluate effective strategies used to address students academic barriers.**

RTI is especially helpful to address the needs of students who learn in different ways and/or at different rates. RTI matches instruction/interventions to a student's needs. Monitoring of the process is ongoing throughout the year. The majority of students are served using Tier 1 strategies. If a student is not showing progress, a student may be moved to the next tier. Various interventions are considered that will help address the deficiency in a more intensive instructional method. When students are served in Tiers 2-4, ongoing progress monitoring occurs to ensure that growth is being made in the predetermined deficient area. Several educators participate in meetings to analyze the progress monitoring and to determine if changes need to be made in the child's instructional plan.

**Describe how plans are developed and implemented to address the needs of students who have not met expectations.**

If a student is not meeting academic expectations, specific interventions will be considered by teachers and various educators that help oversee the implementation of the interventions. In many cases, RTI Tiers 2 and 3 are recommended for these students. Listed below are some frequently used strategies/interventions that are used at Heritage.

- SuccessMaker
- Skills Tutor
- Extended Day Learning program
- PALS tutors
- Early Intervention Program (EIP)
- Orchard
- CornerStone
- 8 Step Process
- Spring Intervention

**Describe the procedures in place to identify and address the needs of students who have met expectations in order to facilitate their progress toward exceeding expectations.**

Students who meet expectations are challenged daily to move towards exceeding the mastery of standards. Staff members are trained in the use of differentiation. Students receive instruction based on their instructional level. Students who master a standard participate in enrichment lessons. Teachers meet weekly during their planning time to analyze formative assessments and then determine which students will receive the enrichment lessons.

**Describe the school-wide policies, procedures and programs in place to address the needs of gifted, talented, and high achieving students through academic rigor (advanced academics). How does the school schedule and classroom instruction ensure academic rigor, promote student engagement, and increase student achievement for students with high ability levels?**

There are many other opportunities for advanced learning experiences for gifted children in addition to the gifted programs offered at Heritage school. Students are recommended to the program by teachers, counselors, parents and administrators. Specific criteria must be met in order to qualify for the program. Once qualified, students attend the REACH program one day a week with a teacher who is certified to teach gifted students. The teacher leads the students through many high interest, inquiry- based instructional activities that help deepen the learner's master of GPS.

### **Providing Students with Effective, Timely Additional Assistance to Meet Student Needs (ESEA Mandate)**

#### **Describe how and when students in need of additional assistance are identified.**

Timely assistance is important for assisting students who are experiencing difficulty in their classes. Heritage Elementary School will conduct formative and summative assessments to be used to monitor the progress of all students. Students that are experiencing difficulty will be noted and plans will be developed in collaboration with the grade level team. The student improvement plan will be put in effect to quickly address the deficiency. Think Gate benchmarks have been created. The benchmarks are aligned to the course and are used to determine student mastery of skills and provide teachers with data for the purpose of monitoring and assessing their students. Pre- and post-tests will be utilized to determine readiness and mastery of each math and reading standard.

#### **Describe how and when data is reviewed to ensure that student progress is occurring.**

Through a process of testing, diagnosis, prescription and assessment, teachers identify which students are in need of assistance and the appropriate strategies for intervention. Because of its standards-based approach, all students are placed in the (RTI) program at the appropriate tier.

During preplanning teachers closely analyze data from the previous year CRCT to determine overall weaknesses and strengths. That data, along with ongoing other formative and summative assessments are used to continually ensure that progress is occurring.

Strategies and processes used to assist students with academic difficulties are monitored through weekly teacher meetings, weekly grade level meetings, progress monitoring, informal and formal teacher observations, focus walks, parent volunteer logs and parent conferences.

The following will be used to evaluate ongoing student achievement:

- Faculty collaboration meetings to assess students' data
- Assessment results (formative and summative)
- 8 Step documentation (daily instructional focus lessons followed by weekly mini-assessments)
- RTI
- Weekly grades/assessments
- Progress reports
- Report card grades

**List training opportunities provided to teachers in the identification of student difficulties, data analysis, and the appropriate assistance for identified difficulties.**

Ongoing professional learning opportunities will be provided throughout the year for the faculty to further develop instructional knowledge and skills through the following means:

- Professional learning opportunities based on proven scientific research will be provided throughout the year to increase the level of proficiency in the area of math instruction as identified through data analysis
- Faculty will review individual student deficiencies and develop strategies to address the students' needs during Common Planning Time meetings, meetings with the Performance Learning Coach, Instructional Coach or administration.
- The Performance Learning Coach will demonstrate math best practices in classrooms.
- The Instructional Coach will demonstrate best practices in writing.

**Describe any academic or behavioral growth opportunities provided outside the regular classroom environment in order to assist students in identifying and reaching their goals.**

The following instructional strategies and programs will be implemented and coordinated to support the regular instructional curriculum program to impact student achievement:

- Instructional strategies to be used
  - Additional math teacher for delivery of small group instruction
  - Extended learning opportunities that takes place two afternoons a week
- Supplemental instructional activities
  - Orchard Software provides targeted instruction in math and reading
  - PALS tutoring for supplemental learning after school with 3<sup>rd</sup> graders.
  - Purchase instructional materials/resources aligned to students' math and reading deficiencies

**Plans for Assisting Children during Transitions (ESEA Mandate)**

**Describe your plans for assisting student transition (new students, PreK to Kindergarten, elementary to middle, middle to high, early childhood programs, Special Education, English Language Learners Program, group home participants, etc.). CSIP, GNETS, Ombudsman, Neel Academy, and Home School.**

The transition from pre-school to elementary and elementary to middle school may be challenging for students. In an effort to promote a smooth transition from pre-school to kindergarten and elementary to middle, the following activities are implemented:

- Heritage Elementary School invites neighboring day cares to bring their upcoming kindergarten students to the school. They tour the building and visit kindergarten classrooms.
- The Head Start program presents a kindergarten preview to their upcoming kindergarten parents. Heritage kindergarten teachers are asked to serve on a panel that assists with this presentation.
- Heritage Elementary teachers, counselors, and administration meet with kindergarten parents to discuss upcoming expectations, curriculum, routines, etc.
- Heritage's fifth grade students participate in the district's Smooth Move Program which allows fifth grade elementary students to visit their zoned middle school for the upcoming school year.

### **Support Services for Student Learning –**

#### **To be completed by the counselor(s):**

#### **Describe how the school provides support through counseling and academic advisements that provides access to an adult advisor, mentor, or counselor.**

Heritage Elementary school has a comprehensive school counseling program that is led by two full time counselors. The guidance curriculum prepares students to be productive, contributing citizens. Objectives include self-knowledge, educational and occupational exploration as well as career planning. Activities are delivered in a variety of formats: whole group, small group and individually.

Personal/social development is supported by topics ranging from study skills to conflict resolution and bullying. Driven by student data, the guidance/counseling program supports and promotes achievement for all students.

#### **Describe how counselors, social workers, Prevention/Intervention specialists, and other student support personnel work with the district office and outside agencies to meet student needs.**

The school counselors provide services to students, parents, school staff and the community. The counselors work closely with district level social workers to help provide both preventative and/or interventive response services to the school community. Outside agencies are often invited to the school to provide career education, dental care, etc. The Department of Family and Children Services works closely with the school counselor as well as administration to ensure that children and their families are provided with the benefit of their services as well.

**Strategies to Increase Parental Involvement (ESEAMandate)**

**Describe the parent/community outreach activities and initiatives in place.**

Research indicates that when parents receive frequent and useful communication from the school, their involvement and support increases, their overall assessment of educators improves, and their attitudes toward the school are more positive. Research further validates that parent involvement and support are essential to a student's success. Heritage Elementary Schools Family Engagement Facilitator works with the counselor, administration and teacher to actively engage and involve parents in their child's education. They all have a strong commitment to maintain high levels of achievement in reading/English Language Arts and to increase math achievement for our students. The school will continue conducting parent informational meetings, hosting math/science parent nights, and providing parents with materials and workshops aligned to the math strands and domains identified on state assessments.

- Parent resources offered:
  - School newsletter, calendar
  - Parent Resource Center
  - Math/Science Parent Night
  - School web site
  - School newsletter
  - Connect Education
  - Workshops that cover test taking tips, improving homework, motivation of students, etc.

**360 Degree Family Engagement**

**“Wrapping School, Home and the Community around Student Achievement Outcomes”**

The district and individual schools will create meaningful and targeted core family engagement initiatives to bring about increased student achievement and success.

**360 Degree Family Engagement Strategies**

Reach out and engage families-provide meaningful opportunities for families to engage in their children's education; provide tools to help families transition into middle school

- Engage families of targeted students to determine levels and types of need
- Design strategies to address those needs
- Reach out to parents both directly and through partnerships

-Partnering with parents, and parent organizations, faith- and community- based organizations, health clinics, other state or local agencies, and others to create safe school environments that meet student's social, emotional and health needs

Connect family engagement to student learning-focus on how parental roles change as children move through their school career to create developmentally appropriate strategies for supporting student learning; how schools and community can help student navigate the requirements of elementary school; develop data collection process to evaluate impact of family engagement strategies on student learning.

-identify and monitor data collection instruments to gather information and determine impact of intervention of student achievement

Leverage community resources-create deliberate and inclusive community partnerships such as afterschool programs, faith-based support, university collaborations and community based workshops.

Build school capacity-focus on guiding the strategic planning process of building school capacity to carry out effective family engagement policies and programs.

-Coordinate professional development

-Provide technical assistance

-Facilitate data collection, data storage and data analysis

**Describe how parents and community members are involved in the school decision-making process.**

Parents and community members were invited to assist in the development of the school's Title I Schoolwide plan. Parents and community members attend school council meetings to participate in discussions about the schools mission and vision. Community organizations support the school in fund raising activities.

In order to increase opportunities for parents to be involved in improving their child (ren)'s academic performance, the staff at Heritage will offer parental involvement nights where students and parents participate together in high interest, engaging instructional activities. The staff at Heritage will also invite guest speakers to work with parents on areas of need. This will allow parents who are unable to attend events during school hours an opportunity to participate.

**Describe the level of involvement of parents and community members in the development of the CSIP.**

**\*Briefly describe the process used for developing and implementing Title I compacts and Parent Involvement Policies (if applicable).**

In addition to the services and programs listed above, we have established a Parent Compact which explains how Heritage School supports the important role of parents in the education of their children. Our Title I Parent Compact was developed with the input and support of parents and

explains parents' rights and responsibilities, what the school staff will do to support parent involvement, how the school staff will communicate with parents and what the school and parents are each supposed to do to help students achieve.

A Title I Parent Involvement Survey was sent home in May 2010. The Family Engagement Facilitator tallied and analyzed the results to help better plan Title I parent training programs for the upcoming school year.

**Coordination and Integration of Federal, State, and Local Services and Programs**

Heritage School combines Title I funds with other federal, state and local funding to more effectively achieve the goal of raising academic achievement through optimal learning opportunities for all students. The opportunities such as instructional materials, resources, additional personnel, professional learning, and parental involvement are provided to enhance and supplement the state mandated curriculum. A list of all programs and funding sources are outlined in the chart below:

**School Name: Heritage**

**Principal: Donna Jackson**

**Plan Year: 2010-2012**

**Selecting Appropriate Interventions Using Scientifically-Based Research**

All interventions or initiatives provided by the Georgia Department of Education or Bibb County School District are predicated on scientifically-based research and do not require citations. If an individual school chooses to select an intervention or initiative in addition to the sources provided, then a citation and abstract of the pertinent research is required. Please use the format below and add additional interventions, initiatives, and abstracts as needed. Cited research should directly align with the intervention it supports.

**If your school is currently undergoing the Schoolwide Title I Planning process, this section is required.**

<b>Identified Need</b>	<b>Action Plan and Page #</b>	<b>Citation and Abstract</b>

**Appendix: A**

**Schoolwide Program Planning Summary**

*Participants listed below were involved in the development of this plan.*

**Planning Team**

Parents	Lisa Johnson, Heather Dummitt
Certified Staff	Mrs. Rhonda Jones- Performance Coach, Mrs. Joyce Cicalese- Instructional Coach, MiAnne Mann-Fifth Grade Teacher, Mrs. Natalie Preston- Third Grade Teacher Inclusion Teacher
Classified Staff	Dawn Alston-Kindergarten Paraprofessional, LaWanna Stubbs-Parent Engagement Facilitator
Administrators	Donna Jackson- Principal, Jennifer Sadler- Assistant Principal
District Staff	
Title I Staff	Mrs. Tina May- School Improvement Specialist
Community Members	Dr. Debra Matthews-Living Waters Church
School Council	Amy Lemon, Kristine Groce-parents

**Planning Process**

At the beginning of the 2009-2010 school year the staff analyzed CRCT score reports to identify areas of strength and areas of weaknesses as reflected on the state assessments. The planning for Heritage Elementary School’s School-wide Title I Program began with our School-wide Planning Team meeting on December 15, 2009. The planning team comprised of parents, teachers, community members and administrators met periodically from that date to identify, evaluate and discuss areas of need. During a fall Title I Parent Meeting, a needs assessment was distributed to parents to obtain data reflecting school climate, culture and instructional program. The areas of strength were identified and areas in need of improvement were noted. The faculty participated in in-service training focusing on reform strategies aligned to the school’s areas of need. Training occurred through professional development, site-based workshops and staff meetings.

**Appendix: B**

**Professional Learning Needs Assessment  
2010-11**

School: Heritage Elementary Date: May 15, 2010

Report Completed by: Jennifer Sadler

**Directions:** Thank you for taking the time to provide information that will focus resources in order to improve student achievement. Complete the data table with information pertinent to your school's level or you may use the school's balanced scorecard information to identify areas of need.

	2008 Meet/Exceed	2009 Meet/Exceed	2010 Meet/Exceed	Target for 2011 (from Balanced Scorecard)
Math (CRCT/GHSGT)	73.8	79.5	80.9	96.2
Reading/ELA (CRCT/GHSGT)	90.7	92.2	88.0	98.2
Science (CRCT/GHSGT)	72.0	78.2		90.0
Social Studies (CRCT/GHSGT)	91.0	79.0		99.3
Graduation Rate				
Other Data (Identify)				
Writing-5 <sup>th</sup> Grade	82	76	54	60

**Directions:** Complete the table(s) below for the targeted Strategic Objectives. You may target one or all of the Strategic Objectives.

**STRATEGIC OBJECTIVE ONE - STUDENT ACHIEVEMENT**

**Areas of Success:** Subject: Reading Subgroup(s): All

**Areas of Need:** Subject: Math Subgroup(s): SWD, All

STRATEGIC OBJECTIVE 1: Ensure that all students attain high levels of achievement in all content areas by focusing on teaching and learning the GA Performance Standards. (Items to consider include: teacher effectiveness in pedagogy and content, peer observations, book study/discussion, coaching sessions, review of student work, creating effective assessments, using data, action research, etc.)	
Strategies/Programs determined to be successful based on data and to be continued	Differentiated instruction will be used for all students in all grade levels. Research-based instructional practices will be implemented based on the differentiation strategies taught by Carol Ann Tomlinson.
Strategies/Programs to be reviewed, modified revisited, or discontinued	Increase the use of the differentiated instructional model. Common planning time will be used to discuss success, challenges, and effectiveness of the implementation. Professional learning days will be allotted for teachers to cooperatively plan differentiated lessons.
New or modified strategies/programs requested	Book study discussions will include teachers bringing class samples of differentiated instruction. Implement daily differentiated instructional practices into all subject areas.
Professional Learning Needs Target Area: Planned Activity: Timeline: Estimated Budget:	Teachers will work cooperatively with their grade level to discuss implementation of the book, plan for upcoming instructional activities, and critique past implementation evidence.

**STRATEGIC OBJECTIVE ONE - STUDENT ACHIEVEMENT**

**Areas of Success:** Subject: Reading Subgroup(s): All

**Areas of Need:** Subject: Writing Subgroup(s): All

STRATEGIC OBJECTIVE 1: Ensure that all students attain high levels of achievement in all content areas by focusing on teaching and learning the GA Performance Standards. (Items to consider include: teacher effectiveness in pedagogy and content, peer observations, book study/discussion, coaching sessions, review of student work, creating effective assessments, using data, action research, etc.)	
Strategies/Programs determined to be successful based on data and to be continued	Lucy Calkin’s writing series will be used to help strengthen the writing skills of the teachers.
Strategies/Programs to be reviewed, modified revisited, or	Writing instruction will be guided through Calkin’s

discontinued	framework as well as modeling by the instructional coach. Assessment rubrics will be a primary focus of the instructional monitoring.
New or modified strategies/programs requested	Intense training, modeling and assessing of writing instruction will be a focus. Action research will be conducted that focuses on gains in the area of writing.
Professional Learning Needs Target Area: Planned Activity: Timeline: Estimated Budget:	Teachers will work cooperatively with their grade level and the instructional coach to discuss implementation of the writing framework. This will begin in August and continue throughout the year.

**STRATEGIC OBJECTIVE ONE - STUDENT ACHIEVEMENT**

**Areas of Success:** Subject: Math Subgroup(s): 1<sup>st</sup>-2<sup>nd</sup>

**Areas of Need:** Subject: Math Subgroup(s): SWD, 4<sup>th</sup> Grade

STRATEGIC OBJECTIVE 1: Ensure that all students attain high levels of achievement in all content areas by focusing on teaching and learning the GA Performance Standards. (Items to consider include: teacher effectiveness in pedagogy and content, peer observations, book study/discussion, coaching sessions, review of student work, creating effective assessments, using data, action research, etc.)	
Strategies/Programs determined to be successful based on data and to be continued	SuccessMaker will be used for all students in all grade levels. Data will be monitored by teachers on a weekly basis.
Strategies/Programs to be reviewed, modified revisited, or discontinued	SuccessMaker is new to Heritage. Progress monitoring will be done throughout the year to determine the effectiveness of the program.
New or modified strategies/programs requested	Weekly review of data will be done with teachers during their common planning time.
Professional Learning Needs Target Area: Planned Activity: Timeline: Estimated Budget:	Initial orientation and training with the SuccessMaker program will occur during pre-planning. More intense training will take place with teachers in mid -August. The cost for the substitutes will be provided using PL funds.

**STRATEGIC OBJECTIVE TWO - HIGH QUALITY WORKFORCE**

**Area(s) of Success:**

**Area(s) of Need:**

STRATEGIC OBJECTIVE 2: Recruit, employ, develop and retain a quality workforce that achieves the mission and goals of the organization. Include needs that relate to all workforce positions within the school - administrators, teachers, support personnel, etc. (Items to consider include: HiQ for teachers and paraprofessionals, recruitment and/or retention needs, etc.)	
Strategies/Programs determined to be successful based on data and to be continued	
Strategies/Programs to be reviewed, modified revisited or discontinued	
New or modified strategies/programs requested	
Professional Learning Needs Target Area: Planned Activity: Timeline: Estimated Budget:	

**STRATEGIC OBJECTIVE THREE - CLIMATE AND CULTURE**

**Area(s) of Success:**

**Area(s) of Need:**

STRATEGIC OBJECTIVE 3: Ensure a safe learning and working environment. (Items to consider include: strategies to impact/improve climate and culture, review of data relevant to climate, creating/sustaining professional learning communities, attendance strategies, character development, etc.)	
Strategies/Programs determined to be successful based on data and to be continued	
Strategies/Programs to be reviewed, modified revisited or discontinued	
New or modified strategies/programs requested	
Professional Learning Needs Target Area: Planned Activity: Timeline: Estimated Budget:	

**STRATEGIC OBJECTIVE FOUR - INFORMATION AND COMMUNICATION**

**Area(s) of Success:**

**Area(s) of Need:**

STRATEGIC OBJECTIVE 4: Meet the needs for information through technological services that support performance and desired results. (Items to consider include: technology integration, student lead technology, project-based teaching and learning, creating websites and podcasts, etc.)	
Strategies/Programs determined to be successful based on data and to be continued in FY2009	
Strategies/Programs to be reviewed, modified revisited or discontinued in FY2009	
New or modified strategies/programs requested	
Professional Learning Needs Target Area: Planned Activity: Timeline: Estimated Budget:	

**STRATEGIC OBJECTIVE FIVE - COMMUNITY AND KEY STAKEHOLDER INVOLVEMENT**

**Area(s) of Success:**

**Area(s) of Need:**

STRATEGIC OBJECTIVE 5: Engage community and key stakeholders through appropriate involvement and support. (Items to consider include: creating a climate that promotes parent involvement, engaging parents as partners in school improvement, building the capacity of parents to assist with their children’s academic achievement, removing barriers to parent participation, etc.)	
Strategies/Programs determined to be successful based on data and to be continued	
Strategies/Programs to be reviewed, modified revisited, or discontinued	
New or modified strategies/programs requested	

Professional Learning Needs Target Area: Planned Activity: Timeline: Estimated Budget:	
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**Apendix: C**

**Heritage Discipline Plan  
2010-2011**

**BEHAVIOR EXPECTATIONS**

The staff at Heritage Elementary expects students to behave appropriately and utilizes both positive rewards and negative consequences as part of our discipline plan. Each teacher will establish, post, and reinforce expected behaviors, which enhance the learning process. Every student is expected to comply with these rules, which basically fall into three categories: respect for self, respect for others, and respect for property. Students at Heritage Elementary will not be allowed to behave inappropriately. **See the Bibb County Code of Conduct for specific behavior expectations and consequences. This information is also available at [www.bibb.k12.ga.us](http://www.bibb.k12.ga.us) (System Information).**

The Heritage Discipline Plan will be implemented through a point system, which is detailed here. The point system will be used throughout the school, not only during classroom time, but in the lunchroom, media center, computer class, music class, REACH, P.E. class, assemblies, before and after school, etc. Any staff member can assign points to a student.

**SCHOOL-WIDE DISCIPLINE PLAN**

**POSITIVE REINFORCEMENTS**

The administration and teachers recognize that research shows positive reinforcement improves student behavior and academic performance. Therefore, students can earn rewards daily, weekly, monthly and /or on a nine-week basis. We recognize and reinforce appropriate behavior in a variety of ways:

- Recognition of positive student behavior and achievements on the morning news.
- A scheduled awards ceremony at the end of each nine-week grading period. The students are recognized for academic and behavioral achievements.
- Assemblies, which highlight character education qualities and motivate student achievement.
- Individual teachers use stickers, stamps, treats, treasure chest visits, rewards chart, positive notes home and bonus points certificates for positive behavior.

- Some teachers use the compliment chain, or other incentives to promote good character and positive behavior. Students may earn extra PE time, a movie on Friday, popcorn/ice cream party or some other fun activity.

**BEHAVIORAL CONCERNS / CONSEQUENCES**

Students in 1st-5th grades who fail to abide by the rules at Heritage will be assigned points. (A separate policy has been established for Kindergarten students, which will prepare them for the regular discipline plan.) Accumulated points will result in detention and other consequences. Morning detention will be held on designated days for 30 minutes prior to the school day starting. Parents will receive two day’s notice before their child must stay for detention. **It is the parents’ responsibility to make transportation arrangements for children in detention. If a student fails to stay for detention or misbehaves during detention, another day of detention will be assigned.**

Students will be given a detention notice at least two school days before they are to report to detention. The notice must be signed and returned to the school the next day and given to the classroom teacher. If the student does not return the signed notice, the student will not be allowed to stay for detention, as there will be no verification that the parent knows of the detention. In this instance, another note will be sent home reassigning the detention.

The following is a list of most offenses and points for each offense. A Discipline Plan Chart with recorded points will be sent home every Wednesday with signed papers. The point system will start over at the beginning of each nine-week grading period. Students will start each grading period with zero (0) points.

Please note that points for certain offenses are different for 1-2 students and 3-5 students.

<u>INFRACTIONS</u>	<u>GRADE LEVELS &amp; POINTS</u>	
	<u>1-2</u>	<u>3-5</u>
1. Failure to turn in completed homework or class assignments on due date	1 pt. (per assignment)	1 pt.
2. Lunchroom Behavior: Excessive talking, exchanging food, playing in food, leaving eating area messy or leaving the lunch table without permission	1-3 pts.	1-6 pts.
3. Unprepared for class (no paper, pencil, books, student planner, etc.)	1 pt.	1 pt.
4. Signed papers, report cards and mid-term reports must be returned by Friday of the week received. <b><u>Parents who wish to keep signed papers, report cards or mid-term reports for more than one day should send a note to the child's teacher. If signed papers are not returned by the following Tuesday,</u></b>	1 pt.	1 pt.

**no additional papers will be sent home until that set is returned.**

- |  |   |   |
|--|---|---|
| 5. Possession of toys, baseball cards, radios, CD's, video games, head sets, novelty cards, etc.   | 1 pt.                                       | 3 pts.  |
| 6. Excessive Talking   | 1-3 pts.                                    | 1-3 pts.  |
| 7. Inappropriate touching- (Points to be determined at teacher's discretion)   | 1-6 pts.                                    | 6-9 pts.  |
| 8. Taunting, teasing, provoking others   | 3-9 pts.                                    | 6-9 pts.  |
| 9. Throwing objects such as rocks, sand, pine cones, wood chips, pencils, etc.   | 3-9 pts                                     | 6-9 pts   |
| 10. Out of room without permission or in an area of the campus without permission  | 3-9 pts.                                    | 6-9 pts.  |
| 11. Disturbing any class including music, media and P.E. (Points to be determined at teacher's discretion based upon severity of the incident.)  | 1-3 pts.                                    | 3-6 pts.  |
| 12. Profanity, vulgarity, disrespect, cheating, lying or deliberately not following directions. Cheating will result in a zero on that assignment.   | 3-6 pts.                                    | 6-9 pts.  |
| 13. Harming other students <b>verbally</b> (bullying, threats, malicious teasing, rumors, or slurs) or <b>physically</b> (kicking, hitting, biting, spitting)  | 6 pts.                                      | 9 pts.  |
| 14. <b>Gross misbehavior</b> such as intentionally injuring another student, sexual harassment, defacing or destroying property, stealing, <u>blatant</u> disrespect to an adult, defiance, organizing clubs of a negative nature, using gang signs, wearing gang paraphernalia or clothing.<br>Possible other consequences to be determined by the principal: | 9 pts.                                      | 9 pts.<br><b>Detention</b><br><b>Principal's Office</b> |
| 15. Fighting   | <b>Immediate Suspension</b>                 |   |
| 16. Possession of drugs, weapons, tobacco, alcohol, lighters, or matches   | <b>Immediate Suspension</b>                 |   |
| 17. Non-compliance with Heritage Unified Dress Code  |   |   |
| 1st occurrence   | Warning & Parent Contact                    |   |
| 2nd occurrence   | Parent Contact to Bring Appropriate Apparel |   |
| Subsequent occurrences   | 1 pt.                                       | 3pts.   |

**PLEASE SEE DRESS CODE**

**Due to the nature and severity of the offense, the principal or assistant principal may suspend a student or assign other consequences at her/his discretion. The Heritage Discipline Policy will be enforced within the guidelines of the Bibb County Code of Conduct.**

Accumulated points during a nine week period will result in the following actions:

1. **3 points** Parents of students with special concerns may be contacted
2. **6 points** Parents notified
3. **9 points** One day of detention
4. **18 points** Office visit and two days of detention. Required Parent/teacher conference.
5. **27 points** Office visit and one (1) day of In School Suspension (ISS)
6. **36 points** Required parent conference with Principal or Assistant Principal and two (2) days of ISS
7. **45 points** One (1) day suspension from school-Parent/Guardian meets with RTI team
8. **54 points** Two (2) days suspension from school

**PLEASE NOTE:**

Students suspended out of school will be allowed to make up assigned work if the request is made by parent or student within 5 days.

After serving In School Suspension (ISS), it will be the students' responsibility to make up the work missed.

Any student who serves two or more detentions or one or more suspensions (in school or out of school) within four (4) weeks of a school sponsored activity or trip **will not** be permitted to participate. The principal or other designee may withhold permission for a student to participate in any school activity or school sponsored trip as a consequence due to any behavior problems at the principal's or designee's discretion.

When a student is assigned detention, also known as AM Detention, the student will serve his/her assigned detention **30 minutes prior to the start of school** on Wednesdays. ***Parents/guardians MUST ESCORT his/her child to the detention area BEFORE the start of detention.*** Students who arrive late or miss the originally assigned detention will not be admitted to detention and will be have the detention reassigned. Students who are late to or who miss the reassigned day will receive an alternate disciplinary action determined by the teacher along with input from administration.

**CHRONIC BEHAVIOR**

A student who accumulates an excess of 45 points within a grading period would be considered a chronic offender. At this point the student would have served 3 days detention, had a minimum of two office visits, a required parent conference and one day of In School Suspension. An

individual behavior plan or contract should be created. A required parent conference will be held with the Principal or Assistant Principal and/or the Response to Intervention Team. The student may be placed on a higher tier on the RTI process or a review of the current RTI will be completed. During the RTI meeting strategies will be discussed and documented. If needed, an individual behavior plan or contract will be created. The student will then be referred to the counselor for individual or group counseling.