



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

Georgia Department of Education
Title I
Schoolwide/School Improvement Plan
Revised December 13, 2011

School Name: Walter P. Jones Elementary School	
School Mailing Address: 2350 Alandale Drive Macon, Georgia 31211	
LEA Name: Bibb County School District	
LEA Title One Director/Coordinator Name: Dr. Lori Rodgers	
LEA Title One Director/Coordinator Signature:	Date:
LEA Title One Director/Coordinator Mailing Address: 484 Mulberry Street Macon, Georgia 31201	
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SWP/SIP Template Instructions

Notes:

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



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Planning Committee Members:

NAME	POSITION/ROLE
Keela Malone	School Administrator
Donna Turner	School Counselor
Sandra Tuggle	Special Education Representative
Shirley Green Chester Brown	Parent/Community Representative
Sonya Garner	Data Team Representative
Rosalyn Massey Willette Driskell	Research Chairperson
Onie Powell	Professional Learning Liaison
Shirley Sherman	Teacher



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SIP Components

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

Response:

- A. We have developed our school wide plan with the participation of individuals who will carry out the comprehensive school wide/school improvement program plan. Those persons involved were members of the 2011-2012 Better Seeking Team/School Improvement Team (BST), including: Dr. Keela Malone, Principal; Sonya Garner, Performance Learning Coach; Dr. Donna Turner-Floyd, Counselor; Onie Powell, Instructional Coach; Lynn Oates, Kindergarten Chairperson; Shirley Sherman, First Grade Chairperson; Megan Tubbs, Second Grade Chairperson; Tarita Reeves, Third Grade Chairperson; Rosalyn Massey, Fourth Grade Chairperson; Willette Driskell, Fifth Grade Chairperson; Sandra Tuggle, PEC Lead Teacher; Brandi Malloy, Media Specialist; Rhonda Stubbs, Family Engagement Facilitator; Shirley Green, parent; and Chester Brown, parent. These individuals were involved in analyzing and disaggregating data from the past three years. They also conducted a root cause analysis of English/Language Arts, Reading and Math performance to identify specific needs for the school. From this data, Bibb Leadership Evaluation Instrument (BLEI) Specific Measurable Attainable Realistic Timeline (S.M.A.R.T.) targets were established in order to outline a preliminary plan to address those needs.
- B. We have analyzed data from the Georgia Criterion Competency Test (CRCT), Annual Yearly Progress (AYP) reports, Teacher Quality Assessments, and the Fifth Grade Writing Test to obtain the information used in developing this improvement plan. We also conducted a parent needs assessment and used brainstorming to find any other areas for improvement. Our plan outlines how we will ensure that all students attain high levels of achievement in all content areas by focusing on teaching and learning the Georgia 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.)
- C. We currently have no migratory students at Walter P. Jones. However, with an increasing migrant population to the Middle Georgia region, if we were to enroll migratory students, these are the procedures we would follow to ensure student achievement: Provide parent information in the family's native language, conduct surveys to assess the needs of migrant students and families, provide workshops and other parent/family activities based on the input from those surveys, use team teaching to closely monitor student progress, and have regular conferences with students and parents. Furthermore, we would incorporate standard migratory services provided by the school district.



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D. CRCT trend data from 2009-2011 in English Language (ELA)/Reading, Math, and Science, evidence areas in which teaching and learning need improvement. There has been a decrease in student ELA/Reading, Math, and Science scores.

ELA/Reading:

The percent of students who met or exceeded ELA/Reading standards on the CRCT in 2009 was 81.8%, in 2010 68.9%, and in 2011 76.6%. In analyzing lagging data results, although the percent of students meeting or exceeding standards in ELA/Reading has risen from 2010, the percent is below the 2009 average and remains below Georgia's Annual Measurable Objectives (80% for 2011).

Math

The percent of students who met or exceeded standards on the CRCT was 68.4 % in 2009; 68.9% in 2010; and 70.9% in 2011. Although Math scores have improved since 2009, the percentage of students passing has not been significant and remains below Georgia's Annual Measurable Objectives for Math (75.7 for 2011).

2008-2009		2009-2010		2010-2011	
<i>ELA/Reading</i>	<i>Math</i>	<i>ELA/Reading</i>	<i>Math</i>	<i>ELA/Reading</i>	<i>Math</i>
AMO	AMO	AMO	AMO	AMO	AMO
73.3	59.5	73.3	67.6	80.0	75.7
All Students	All Students	All Students	All Students	All Students	All Students
81.8	68.4	68.9	68.9	76.6	70.9

Science

The percent of students who met or exceeded Science in 2009 was 58.7%, in 2010 46%, and in 2011 51%. Although Science scores rose 5 percentage points in 2011, scores have declined since 2009.

Writing

The most recent data in 2011 evidences that 48.0% of our Fifth Grade students met standards and 2.0% exceeded standards on the writing assessment. Although our scores were within a tenth above or below the System's averages in Ideas, Organization, Style, and Conventions, we scored below the State's averages for each aforementioned domain. Writing is an area that will require engaging professional learning to incorporate additional effective instructional practices that align with the standards to improve our students' writing skills and increase achievement.



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E. By utilizing the 2010-2011 Adequate Yearly Progress (AYP) report, we have based our plan on student population data and results for identified subgroups of students who are not achieving to the State Academic content standards. The following data is based on final determination on CRCT results.

F.

Economically Disadvantaged

- i. On the 2011 Spring CRCT in Mathematics, data reveals that of 94% economically disadvantaged students in AYP grades, 28.1% of students did not meet standards, 54.7% of students met standards, and 17.2% of students exceeded standards. In Reading/English Language Arts, 23.2% did not meet standards, 66.1% met standards, and 10.7% exceeded standards.

Ethnic and Racial

- ii. Ninety-nine (99%) percent of the students at Walter P. Jones Elementary represent our major ethnic and racial group, Black. Of the 203 Full Academic Year (FAY) students in AYP grade levels, 200 (99%) are Black. On the final determination of the 2011 CRCT in Mathematics, 29.5% did not meet standards, 54.0% met standards, and 16.5% exceeded standards. In Reading/English Language Arts, 23.8% did not meet standards, 65.2% met standards, and 11.0% exceeded standards. We do not have any other minority students represented.

Students with Disabilities

- iii. For the FAY students, 10.3% are listed as students with disabilities (SWD). CRCT final determination results indicated that 47.6% did not meet standards, 47.6% met standards, and 4.8% exceeded standards in Math. In Reading/English Language Arts, 42.9% did not meet standards, 54.8% met standards, and 2.4% exceeded standards.

English Language Learners

- iv. We do not have any English Language Learners (ELL) students.

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

- i. According to CRCT results in Reading, the major strengths we found are in skills necessary to read, interpret, and apply difficult text and new vocabulary in a variety of texts. Students demonstrate strengths in determining context clues, root words, suffixes, and prefixes, as well as the meanings of synonyms, antonyms, and homophones.



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Furthermore, students exhibit strengths in the Mathematics domains of algebra, and data analysis and probability. When compared to the other Mathematics domains, our students are achieve higher on standards which allow them to gather, organize, display data, and interpret graphs. Students also demonstrated strength in exercises that used a symbol to represent unknown values and exercises that allowed them to apply patterns and rules to describe relationships.

- ii. The major areas of weakness we discovered were deficiencies in providing various instructional strategies in teaching mathematics, providing differentiated instruction, and utilizing varied assessment techniques and strategies in "Assessment for Learning" as opposed to "Assessment of Learning" in order to achieve desired outcomes.
- iii. There are major areas of weakness we found in our instructional practices that will need to be improved. To increase Math, Reading/English Language Arts, and Science scores among all learners, our goal is for all teachers to use district provided exemplars to differentiate instruction for all students. Teachers will receive ongoing training and support on progress monitoring and administering Developmental Reading Assessments (DRA's). Teachers will also receive training on using assessment data to guide daily group and individualized instruction. Additional professional learning in the area of mathematics will be provided to teachers in order to provide them with research based instructional practices that positively impact achievement. Selected teachers will attend professional learning sessions during the summer on the use of thinking maps, and will redeliver practices to the staff. Finally, the school will utilize trained Teacher Support Specialists to mentor, assist, coach, and support beginning teachers and staff members who are new to the faculty.
- iv. Faculty and staff at Walter P. Jones Elementary School use data in making decisions for continuous improvement. Information gathered from CRCT summary reports indicate that our most critical academic need in Mathematics is Measurement, in Reading, Reading for Information/Information and Media Literacy, and in English/Language Arts, Research and the Writing Process. To improve deficiencies in these domains, teachers will meet weekly in grade level meetings to discuss and collaborate on ways to increase the instructional level presented to all our students. During School Improvement Planning, which occurs in the summer, staff will utilize the 8-Step Process to create instructional focus



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calendars that target specific deficiencies. Staff will also collaborate to create common assessments that will be used for progress monitoring students and will provide any needed remediation/tutorial assistance throughout the school year.

Once the school year begins, teachers will utilize CRCT, Thinkgate, Success Lab, and AIMSweb data to identify select students in their classes to target for additional improvement. Individual Learning Plans will be utilized to progress monitor and track these students. They will be assessed on an ongoing basis using AIMSweb data to determine the progress of students.

Teacher referrals based on last year's academic performance as well as data that determine a student scored below 800 in Reading and/or Math on the CRCT will be used to identify students who qualify for the Early Intervention Program (EIP). EIP teachers will co-teach with regular education teachers to support the learning of students and help to provide differentiated learning opportunities for the students they serve.

Program for Exceptional Children (PEC) teachers will provide small group tutoring to below grade level students using the SRA Early Interventions program in Reading and in Mathematics. The program will provide at-risk students with corrective Reading and Mathematics support through differentiation and personalized instruction.

- v. Teachers conducted Root Cause Analysis using "The Five Why's" strategies to determine areas of needs and deficiencies in student achievement and performance. The ROOTCAUSE/s that we discovered for each of the needs were:

Math: Students have a difficult time transitioning from concrete math concepts to more abstract concepts. Teachers utilize hands-on/concrete models but they need to consistently ensure application of the same problems in abstract models.

Reading/English Language Arts: Some students are reading below grade-level. Teachers have a difficult time providing strategies and resources to meet students' individual needs. Teachers need support in providing necessary interventions while at the same time delivering Georgia Performance Standards rigorously.



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Science:

Teachers are not giving a heightened focus to Science in that more concentration is placed on Reading/English Language Arts and Mathematics. Additional hands-on training in the area of Science is needed to improve rigor in this content area. Teachers are comfortable teaching from the textbook but not with providing critical thinking activities through research and experimentation.

A common denominator in each of the previously mentioned content areas is that the 8-Step Process is not consistently applied using the Plan-Do-Check-Act processes.

Teachers need to make students more accountable through heightened expectations and accountability for their own learning.

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

- The percentage of students meeting or exceeding the standard on the CRCT in Math will increase by 15%. Students will show an improvement in the domains of measurement, geometry, numbers/operations, and problem solving.
- The percentage of students meeting or exceeding the standard on the CRCT in Reading/English Language Arts will increase by 15%. Students will show an improvement in the domains of reading for information, reading skills, comprehension, and vocabulary acquisition.
- 100% of students will read and write across the curriculum and individual student's writing skills will increase in proficiency in the domains of ideas, organization, style, and conventions.
- The percentage of students meeting or exceeding the standard on the CRCT in Science will increase by 10%. Students will show an improvement in the domains of Earth, Life, and Physical Science.
- 100% of teachers will implement differentiated instruction in their classroom.
- 100% of classrooms will be Standards-based to include, but not limited to, standards based practices such as: standards posted in student-friendly language, display of meaningful students' work with applicable rubrics and standards/elements displayed, and assessment for learning components such as progress monitoring and providing students with relevant and purposeful feedback.
- 100% of teachers will know, understand, and properly use progress



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monitoring techniques and strategies in order to assess students for learning.

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

Walter P. Jones Elementary School implements school wide reform strategies that are scientifically based and are effective in increasing student achievement. Teachers will be oriented to Teacher Keys Evaluation System which is designed to enhance their use of best practices as related to a standards-based classroom, using data to drive instruction, and progress monitoring. Continuous professional learning will focus on creating common assessments, creating rubrics, and collaborating to provide commentary and in scoring students' work.

AIMSweb is used to plan for and monitor student progress. AIMSweb data is used to identify students who are below grade level, at grade level, or above grade level to help teachers differentiate instruction based on their needs. Using the 8-Step Process, grade levels disaggregate data based on CRCT scores to determine areas that are in need of improvement. Once these areas are identified, grade level teams develop a calendar to focus on improving areas of weakness on a weekly basis. Students who pass the assessment are accelerated and students who do not pass receive tutorial on the weekly skills. Also, Thinkgate Benchmark Assessments and teacher made benchmarks are used to assess and monitor student progress and to drive instruction based on students' identified strengths and weaknesses.

Storytown Reading Program is used to teach reading and allows students to progress at their own readiness level through the guided reading component. Developmental Reading Assessments (DRAs) are used by teachers to assess the current reading level of students. Students are assessed on their reading engagement, fluency, and comprehension. Students are then grouped by their levels for guided reading and teachers maintain running records to identify student gains.



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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.

A. 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:

- We will use the Response to Intervention (RtI) process to provide interventions for students who display instructional or behavioral deficits. Classroom interventions and goals will be set for the student and monitored.
- Each grade level will work together during a common planning time to analyze strategies to assist students who may have difficulties.
- Following specific criteria established by the state and district, students may be identified as needing assistance in Reading/Language Arts and/or Math through the Early Intervention Program (EIP) which offers instructional settings that consists of reduced class size, augmented instruction, and/or flexible groups.
- Teachers will use Thinkgate benchmark assessment data to inform and guide instruction.
- After school tutoring will be offered to our most at-risk students. This program will target students with severe deficiencies in Reading and Mathematics.
- Students will work with the Georgia Online Assessment System, My Skills Tutor, and/or Study Island during computer rotations in the classroom and during Computer Lab Specials. These programs are intended to help individual students work to increase their skills in academic areas.
- District given Thinkgate benchmark assessments as well as teacher given benchmark assessments will be utilized to monitor student progress toward mastering the Georgia Performance Standards. Data will be reviewed by individual teachers and grade levels to ascertain the content skills that need to be addressed and to develop an action plan for individual students as needed.
- "E.T. Fridays" will take place every Friday to facilitate teachers in providing enrichment and tutorial to students through the 8-Step Process. Teachers will divide students into flexible groups based on weekly assessment data. One hour will be used to enrich and remediate students in Reading/English Language Arts and one hour will be used to enrich and remediate students in Math. Teachers will incorporate Science and Social Studies into the Reading and Math instruction.



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

B. ***Differentiating Instruction*** will be implemented at all grade levels to meet the needs of diverse students, meet legal mandates, and be more effective in teaching all students. Giving students power and control in the classroom can both prevent problematic behaviors and promote higher levels of learning (Apple & Beane, 1995).

Differentiated Instruction- When teachers use differentiated instruction, they are using a process to address the needs of students who need extra help or enrichment and this allows them to assess the impact of the lessons they are teaching. By using Differentiated Instruction, teachers meet the needs of diverse learners in their classrooms by breaking the curriculum into smaller chunks and curriculum mapping (Cramer & Nevin, 2007).

Teachers will participate in a Professional Learning course on ***Assessment for Learning***. They will take the information that they learned or received during this training and create lesson plans that show teachers as facilitators in the classroom and students taking ownership in the skills being taught, by given instructions and modeling what is to be done with the skills being taught. Students will also assist in the assessing of skills being taught. When students are involved in their own assessment, they are required to think about their learning and articulate their understanding which helps them learn. (Schon 1983, 1990; Walters, Seidel & Gardner 1994; Wolf 1987, 1989; Young 2000; Zessoules & Gardner 1991).

As teachers find more ways to involve students and increase the amount of descriptive feedback, while decreasing the evaluative feedback, they are discovering for themselves what Black & Williams (1998) found in their research- students are learning more.

Our ***Professional Learning Community*** will be redefined, designed, and implemented to create a faculty and staff of energetic professional learners that are abreast of the newest and most effective practices in the educational arena of learning. Our Professional Learning Community will enrich and enhance our ways of planning and delivering the lessons to our students. Through the use of Professional Learning Communities, our staff's goal is to (a) collaborate with each other to determine methods of assessment that will aid teachers in monitoring their students, (b) provide an environment with unambiguous expectations, consistent consequences, and specific goals, and (c) demonstrate our dedication to continuous professional development and improvement (DuFour and Eaker, 1998).

Progress Monitoring will include the Eight Step Process to monitor student progress throughout the year. This will be done to ensure that teachers are using the data to guide instruction toward depth of knowledge. The Eight- Step Process (Plan-Do-Check-Act) will be implemented school wide to provide teachers with the necessary data needed to plan effectively for students to meet or exceed Georgia's proficient and advanced levels of student performance. The Eight- Step Process is a data- driven, cyclical continuous improvement approach to learning. The implementation of the Eight- Step Process in Velasco Elementary School- known as the lowest - performing school in its district at the end of that year this school earned a significant gains award from the Texas Education Agency. The following



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year (1996-97) this school along with 5 other schools received a recognized or exemplary rating from their school district (Davenport & Anderson, 2002; Barksdale & Davenport, 2003).

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

B. We will increase the amount and quality of learning time by creating a Master Schedule that ensures that at least 90 minutes of instructional time will be given in Reading/English Language Arts and Math and at least 45 minutes of instructional time given to Science/Social Studies. Early Intervention Program (EIP) teachers and Program for Exceptional Children (PEC) teachers will co-teach with the classroom teacher and will provide pull out services for specific remediation and/or progress monitoring assessments as requested by the district. Also, students who are below grade level in Reading/Language Arts and Math and have severe deficiencies in phonemic awareness, phonics, vocabulary, fluency, comprehension, math computation, and math fluency will receive instruction in their particular area(s) of deficiencies four days per week in the 21st Century Community Learning Center After School Program.



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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).

C. Through a process of testing, diagnosis, prescription, and assessment, teachers identify which students are in need of assistance and the appropriate strategies for intervention. Teachers use several assessments to assess students for academic difficulties and to determine if progress is being made. Assessments and strategies used to determine the progress of our students and improve the effectiveness of instruction include: 8-Step Process (Closing the Achievement Gap), collaborative planning and scoring of student work, Storytown Reading Program with components of Balanced Literacy and guided reading instruction, observations, mini-assessments, rubrics, checklists, after school tutorial program, Success Maker Lab, Response to Intervention (RtI) support and accountability for low achieving student, teacher-made benchmark assessments, and State and Local assessments.

The Principal, Performance Learning Coach, and Instructional Coach will conduct classroom Walkthroughs to provide suggestions on best instructional strategies, practices and interventions, and closely monitor lesson plans to ensure that standards are the foundation of academic instruction and lessons are clear, appropriate, and thorough. The 8-Step Process is followed and monitored by both teachers and administrators.

Furthermore, the administration will implement the pilot process for Teacher Keys Evaluation System with an emphasis improving teachers' *Planning, Instructional Delivery, Assessment of and for Learning, Learning Environment, and Professionalism and Communication*. Finally, the administrator conducts walk-throughs and focus walks periodically to monitor components of standards-based instruction.



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

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 with a minimum of a bachelor's degree and demonstrate competence in subject knowledge and teaching skills. All paraprofessionals hold Georgia Paraprofessional Certificates.

Local Education Agencies are required to notify parents that they may request information regarding the teacher's professional qualifications, including:

- Requirements for grade level and subject area in which the teacher provides instruction
- Whether a teacher is under an emergency or other provisional status through which certification is waived
- The college major and any graduate certification or degree
- Paraprofessional qualifications

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

A. We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. Walter P. Jones Elementary School attracts teachers through participation in the Annual District-wide Teacher Recruitment Fair. Recruitment is also accomplished by working with our higher education partners: Macon State College, Georgia College and State University, Mercer University, Wesleyan College, and Fort Valley State College and University. Walter P. Jones Elementary School uses student teachers as a resource for teacher selection. Once hired, teachers participate in the Teacher Support Service Program for new teachers to provide new employees with support. New teachers participate in orientation activities prior to the beginning of the school year. Once attracted to our school, there are programs in place to retain these teachers. Walter P. Jones Elementary School has an incentive program for teachers to maintain a positive and supportive environment and a teacher retention plan to ensure that teachers receive essential professional support such as: support from school leadership, organizational structures and workforce conditions that convey respect and value for them and a mentoring program for new and experienced teachers.

Certification deficiencies are addressed by our Performance Learning Coach. This individual is responsible for ensuring that non-Highly Qualified staff enroll and complete required courses necessary to meet State and Federal mandates.



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

- A. We have included the principal, teachers, paraprofessionals, parents, and other support staff in our staff development that addresses the root causes of our identified needs. For example, teachers completed a teacher quality survey through The Teacher Quality Project. This survey provides our Better Seeking Leadership Team (BST) with district and school specific data on conditions of learning and teaching at Walter P. Jones to serve as a baseline for ongoing improvement action plans. Also, by looking at trend data from CRCT scores and S.M.A.R.T. Targets, a Professional Learning Needs Assessment was created to determine which professional learning courses should be offered to improve student achievement. Finally, parents are provided opportunities for input in school related matters through the PTO, parent involvement communities, and the school council. A Parent Involvement Plan is designed to meet the needs of the parents. The Family Engagement Facilitator coordinates this process and works to develop a plan based on surveys given to parents and input received through the PTO.
- B. We have aligned professional development with the State's academic content as well as student academic achievement standards by using assessment results such as the CRCT, AIMSweb, and Thinkgate Benchmark Tests to determine which professional development opportunities will be provided. The research-based practices and programs that we have chosen to include in our professional development learning are: Differentiated Instruction, Using Student Achievement Data to Support Instructional Decision Making, Balanced Literacy/Storytown Training, Thinking Maps Training, and Teacher Support Specialist Training.
- C. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. For example, Sonya Garner Performance Learning Coach, and Tonya Coons, Gifted Specialist/ Differentiated Instruction Consultant will conduct summer workshops July 25-28, 2011 in the areas of Differentiated Instruction, Assessment for Learning, and Using Data to Drive Instruction. Also, two classroom teachers were chosen to attend a Thinking Maps Training during the summer. During pre-planning, these teachers will redeliver the information they obtained to other faculty and staff. An adequate budget has been devoted for these professional learning sessions. \$7,742.25 has been set aside for Thinking Maps Training, \$2,840.25 for instructing teachers how to use data to drive instruction, and \$1,617.25 for training on Assessment for Learning and Differentiated Instruction.

Professional development will also occur throughout the school year that will not require monetary funds. The Instructional Coach will be responsible for teaching approach methods, modeling, and redelivering Storytown and Balanced Literacy (components) training to teachers in large-group, grade-level, and individual coaching sessions. The Instructional Coach will also provide pre-assessment tools, training on Writing Traits, and support as needed to increase the frequency and quality of writing across the curriculum in



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grades K-5. The Performance Learning Coach will provide classroom teachers and other instructional staff members with strategies, tools, and techniques to effectively teach the Georgia Performance Standards to all students through ongoing training in staff meetings, grade-level meetings, and individual sessions. Teachers will also be trained by Tonya Coons, Consultant on how to effectively use Exemplars and GADOE Frameworks to differentiate instruction for all students.

- 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. Teachers will become skilled at Closing the Achievement Gap by way of the 8 Step Process. Through the 8 Step Process, teachers will learn to analyze data to drive instruction by developing an instructional calendar that focuses on students' greatest areas of need. This process also incorporates time for enrichment and tutorial based on assessment data. Teachers will also utilize the research best practices on assessing students for learning and progress monitoring. Pre-assessments will be used to determine instruction that is needed in each subject area. Through ongoing assessments throughout a unit, teachers will modify instruction based on individual student needs. Developmental Reading Assessments will also be utilized to determine students' reading levels as well as reading strengths and weaknesses to place students in dynamic, flexible groups.

*5. Strategies to increase parental involvement.

- A. We have involved parents in the planning, review, and improvement of the comprehensive school wide program plan by recruiting community stakeholders. These individuals, along with the principal, teachers, and other support staff, will carry out the plan. Parents were recruited by the school administration and by the PTO to provide input regarding school climate and student achievement. Disaggregated data is available in the school's resource support services room for viewing by parents, school system staff, and community members. Stakeholders are also informed through the public reporting of data through the district office, the Georgia Department of Education website, and the school's newsletter and PTO. The Consolidated School Improvement Plan (CSIP) is communicated with school stakeholders through PTO meetings, on the school's website, in the school's office, and at School Advisory Council and School Council meetings.
- B. We have developed a parent involvement policy included in our appendices that includes strategies to increase parental involvement. Parents are encouraged and welcome to participate in activities before, during, and after school. An Open House is held in August to welcome students and their parents to a new school year. At the beginning of the year, a Back to School Open House is held so that parents will be provided with a complete overview of the curriculum at their child's grade level and teachers can respond to



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questions regarding expectations and upcoming learning events. At the beginning of each subsequent nine week period, parents are invited to Curriculum Nights. At this event, the Georgia Performance Standards for that term are discussed and parents participate in various hands-on activities to enable them to understand what their child will be learning. Homework tips and strategies will be made available, and some parent conferences will be held.

Our parent volunteers are involved with many activities associated with the school including fundraisers, Open Houses, and Field Day. Also, they assist the faculty as volunteers in the building in various capacities as needs arise. Notifications of these events are sent on flyers, posted on our school's website, and announced on the district's Channel 17.

Infinite Campus is a web-based tool used by teachers to communicate students' progress to parents. This program allows parents to view their students' grades, assignments, conduct and other pertinent information before a grade report is issued to the student. Grades are updated weekly and available to the parents in real time online.

Our school website is updated frequently to reflect a current calendar of events. Teacher and administrator contact information is also available at that location.

Parents are contacted and conferences are arranged whenever the need arises in the interest of coordinating home/school efforts for the benefit of the child. Parents are always encouraged to schedule conferences with their child's teachers before or after school as well as during planning time simply by contacting the teacher or the office.

Test results for the CRCT are sent home to the parents in the summer. At the beginning of the next school year, test talks are conducted with parents to explain their child's area(s) of deficiency and strength. AIMSweb, Success Lab, and Thinkgate Benchmark data is regularly communicated from teachers to parents during conferences and in written form. Progress Reports and Report Cards are sent home four times during the school year as another means of communicating about student progress.

A copy of the Consolidate School wide Improvement Plan will be made available to the LEA, parents, and the public. A hard copy will be available in the media center, office, Family Engagement Center, and an electronic copy will be posted on the school's website for review.

At the beginning of the school year, each Title I school must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. The compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and requires the signature of all parties.



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A Parent Involvement Plan is designed to meet the needs of the school constituents. The Family Engagement Facilitator coordinates this process and works to develop a plan based on the surveys and input from the parents through PTO. The plan is designed to increase opportunities for parents to be actively involved in the academic success of their child or children. The plan provides for open communication between the stakeholders, namely the parents and the school faculty and staff.

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

- A. In order to improve our efforts in meeting the needs of preschool students who will be entering Walter P. Jones Elementary Kindergarten, we invite area preschool students and staff to visit the school in the spring to familiarize them with the school setting. Area daycares are also invited to tour our preschool program for four year old students. Parents enrolling new students throughout the year are also offered a tour of the school.

At Walter P. Jones, preschool is school, not just a preparatory program. Our Preschool Program is structured exactly as it would be if the students were in Kindergarten. Students have a teacher and a paraprofessional, as they will have when they enter Kindergarten. Students learn curricula, abide by a schedule, and learn how to cooperate in groups. More fundamentally, children in preschool are taught an approach to learning, which means that they are taught principles of how to learn through creative exploration.

In order to promote the vision of our district, fifth grade students are offered the opportunity to participate in the "Smooth Move Program." In this program, students visit Appling Middle School in the spring to tour the facility and to receive information on academic and behavioral expectations, learn about clubs and extracurricular activities, and to meet with the 6th Grade staff. While visiting the middle school, students take a tour of the 6th Grade hall, classrooms, connections classrooms, gymnasium, and cafeteria. They learn about sports, academic organizations, and social clubs. A question and answer session, led by current 6th Grade students, helps fifth graders to identify how important school behaviors such as regular attendance, bringing materials to class, and organizational skills are important to academic success; why academic classes like English and Math are important for future careers; and how to obtain assistance from teachers and other school staff quickly and appropriately, if needed. Parents are also offered a special parent meeting to help them learn about the middle school setting. The counselors and teachers at Walter P. Jones and Appling Middle School collaborate in planning to ensure a smooth transition for students.



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Hospital/Homebound (HHB) services are designed to provide continuity of educational services between the classroom and home or hospital for students at Walter P. Jones Elementary School. It is provided for students whose medical needs do not allow them to attend school for a limited period of time. HHB instruction may be used to supplement the classroom program for students with health impairments whose conditions may interfere with regular school attendance. HHB services are provided for students who qualify as per district guidelines.

In the event that a student enrolls in Walter P. Jones as an English Language Learner, a part-time ESOL teacher will come to meet the new student within a day of the student starting. After an assessment is done, provisions will be made to ensure that the student receives appropriate language services. Likewise, if a student enrolls in need of other special education services, that student will be placed in the least restrictive environment in accordance with the Individuals with Disabilities Act (IDEA) 2004, Part B.

*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.

A. The ways that we include teachers in decisions regarding use of academic assessment is through collaboration with each other, paraprofessionals, and administrators in grade level committees, planning committees, faculty meetings, and small learning communities. In these settings, the results of standardized tests are explained and discussed. Also, within those meetings, plans are developed to improve instruction to meet the needs of students. These plans are presented to the Better Seeking Team which consists of a committee of teachers and administrators who analyze needs and recommend programs and assessment measures geared to improving student performance. This team of educators meets in a common planning space.

All teachers are required to discuss and note data trends during team planning and use the information to modify instruction. They are encouraged to provide individual or collective input verbally or by written communication regarding their use of the data trends to both the Performance Learning Coach and Principal. Teachers are also included in the decision making process through their involvement in the School Council, Parent Teacher Organization (PTO), and the annual needs assessment survey.

The Instructional Coach works to improve literacy by modeling lessons for teachers and students in the area of Storytown and Balanced Literacy components. She serves as an on-site professional developer and works one-on-one with teachers to make it easier to adopt and use proven instructional methods that can make a difference in student achievement. The Performance Learning Coach coordinates benchmark testing, assists in



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data disaggregation, models research-based instructional practices, and works with teachers to improve instruction school wide. The Early Intervention Program (EIP) and Special Education personnel co-teach with regular education teachers as well as help teachers and related service providers understand student disabilities and how those disabilities affect the learning process. Using a collaborative approach, these educators set measurable annual academic and functional goals; provide guidance on how the child's progress is to be measured and reported to parents; and coordinate special education services, related services, and supplementary aids to be provided to the learner.

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

- A. Walter P. Jones Elementary School combines Title I funds with other federal, state, and local funding to more effectively achieve the goal of raising academic achievement for all students. Expenditures of federal, state, local, and all other funding are coordinated to maximize the usage of all available funds and resources. The school wide program utilizes the various funding and education program sources to support a comprehensive school wide plan that addresses the identified needs of all students in the school. All monies are directed to improve student achievement through resources for upgrading technology, classroom materials, salaries, books, student supplies, professional development, and activities to expose students to the diversity of their world (field trips, educational assemblies, mobile science labs, academic achievement awards, etc.) Title I funds are used to provide supplemental support.

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

The following programs are utilized at Walter P. Jones Elementary:

- Free and/or Reduced Breakfast and Lunch to qualifying families
- School Nurse (7 hours, one day per week)
- Fire and Safety Instruction by Bibb County Fire Department
- Food Drive for needy families
- 21st Century Community Learning Center After School Program
- Walter P. Jones After School Fee Based Program
- Red Ribbon Week and Drug Free Schools programs
- Program for Exceptional Children
- Bibb County Campus Police
- RtI assistance from Northeast zone behavior interventionist
- System social worker
- RESA training
- United Way



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- 4-H Program
- College Connection Tutorial Program
- HealthMPowers
- Bibb Retired Teachers Association Tutorial Partnership
- Fresh Fruits and Vegetables Program

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

Title I funds will be used to provide instructional technology to support instruction in the areas of Reading/English Language Arts, Math, and Science, as well as professional development for teachers. Additional classrooms teachers may be hired to reduce class sizes, if applicable. Title I funds will also be used for the Performance Learning Coach who will be responsible for coordinating benchmark testing, disaggregating data, modeling research-based instructional practices, and working with teachers to provide instruction. Other federal funds will be used for the Instructional Coach, who will train and collaborate with teachers on the use of proven instruction methods, and for paraprofessionals, who will assist certified teachers in instructional and non-instructional duties and responsibilities.

State funds will be used to purchase materials/supplies to support instruction aligned with the Georgia Performance Standards (GPS). Special Education teachers, EIP teachers, and Regular Education teachers are responsible for facilitating education for students and aligning instruction with the GPS. Job-embedded professional development and instructional technology to support instruction in the areas of Reading/English Language Arts, Math, and Science, are also provided under state funds.

Local professional learning funds will be used to support trainings related to serving students with academic difficulties. Other local funds will be used for a bookkeeper who will maintain records and manage all financial transactions including sales, purchases, incomes, and payments by the school.

Funds from the Parent Teacher Organization (PTO) will be allocated to support activities that promote parental involvement with school staff, school activities, and school initiatives for students and staff.



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

Walter P. Jones works with a variety of programs and services to help meet the needs of our students. Some of these are listed below:

- Free and/or Reduced Lunch to qualifying families
- School Nurse
- Red Ribbon Week and Drug Free Schools Programs
- Early Intervention Program
- Program for Exceptional Children
- Gifted Program
- Federally funded Afterschool Programs
- Title I
- Title II

The programs listed above provide Walter P. Jones Elementary with the necessary funds and personnel to give the students in our school an exceptional education. Lunch programs, drug safety programs, and the school nurse ensure that our students remain healthy. Educational programs are supplemented and enhanced and Title II funds are used to provide professional learning opportunities to increase student achievement. The Family Engagement Facilitator is funded through Title I funds and provides opportunities for parents to become more involved in their child's education and learn strategies for augmenting their child's education. Title I funds also provide complementary materials, job-embedded professional learning opportunities, and other services intended to amplify student performance and success.

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

- A. We are providing activities to ensure that students who experience difficulties mastering proficient or advanced levels of academic achievement standards shall be provided with effective timely additional assistance.

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

- Pre and post assessments in Reading/English Language Arts and Math to identify students in need
- CRCT data
- Teacher checklists
- Response to Intervention (RTI)



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- Data teams creating goals to improve student performance
- Best Practices Training in Reading/English Language Arts, Writing, and Math
- Class Keys
- Development of Performance Tasks
- Development of Rubrics
- Daily communication through agenda
- Parent/Teacher conferences
- Success Lab data
- Spring Intervention
- 8 Step Process

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

The Instructional Coach and Performance Learning Coach will conduct needs assessment surveys to solicit input from the teachers to help determine areas of difficulty. Once the areas are identified, the coaches will participate in grade level planning sessions to provide specific information to help the teachers provide quality instruction to their students. During collaborative planning meetings, the coaches will help the teachers plan units and lessons using the frameworks from the Georgia Department of Education.

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

Teacher-parent conferences are held on a regular basis through direct contact or over the phone. Teachers must also maintain a weekly phone/contact log to keep track of parent meetings, conferences, and discussions. For students struggling severely and need interventions above that of a standards-based classroom, conferences are scheduled with the RtI Coordinator. Interventions can be put into place, at school and at home, to ensure student success. At the end of a six, nine, or twelve week period, the RTI Coordinator, teacher, and parent will meet again to decide if the interventions were successful or unsuccessful. The outcome of this meeting will determine if the student will move on to the next level of RtI, continue the interventions at the same level, or be returned to normal classroom instruction.

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

The reporting of student progress and test data will be presented to parents in the following ways:

- Student CRCT data given before the end of the school year
- Parent/teacher test talks held at the beginning of the school year
- PTO meetings that inform parents about the testing process, student expectations, and interpreting test data



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- GKIDs results
- Performance tasks assessed using rubrics
- Response to Intervention (RtI) data
- Possible retention letters sent home in January
- Parent Conferences
- Weekly signed paper folders
- Report cards
- Parents have access to the parent portal where they are able to view student grades

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

Mandatory parent conferences are held yearly in the fall and spring and parents may request additional conferences to discuss student progress. During these conferences, teachers discuss all forms of assessment results, formal and informal, with parents. After CRCT test results are released in the Spring, individual student reports are sent home with an explanation of the scores and their meaning. Test talks are conducted in the Fall with parents that review CRCT and GKIDS test data.

The Better Seeking Leadership Team (BST) assists in the collection and disaggregation of school wide data. A school wide data room is utilized to store data for all students in a centralized location. In the spring, CRCT data is analyzed by the BST and meetings to review the data are scheduled. During these meetings, suggestions for how teachers can modify instruction and teaching strategies are developed based on the strengths and weaknesses revealed on the CRCT. Teachers use on-going disaggregation and analysis of student assessment data during common planning grade-level meetings, leadership team meetings, and professional learning sessions to drive instruction and improve student achievement.

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

All formal data collected from the CRCT, Thinkgate Benchmark tests, and AIMSweb has been certified by either the state or the county and is deemed to be statistically sound in all areas. Once data from these assessments is analyzed for local school use, administration ensures that each grade level meet to develop a plan that will target improvement in the domains that show high levels of deficiency.

13. Provisions for public reporting of disaggregated data.

Provisions for the reporting of student achievement data include information being placed on school-level and district websites and information about Adequate Yearly Progress (AYP) on the Georgia Department of Education website. Furthermore, school wide notices and newsletters, teacher newsletters, and parent-teacher conferences are means for communicating information with our parents.



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Although AYP and/or school improvement status is reported on the Bibb County website, all individual student records are considered confidential. Information regarding the achievement of individual students is released only to parents or agencies directly involved in the students care and well-being.

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

The school wide plan was developed at the close of the 2010-2011 school year and will be implemented during the 2011-2012 school year. The plan will be revised on an annual basis.

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).

We have involved parents in the planning, review, and improvement of the comprehensive school wide program plan by recruiting members of the community that will be served and individuals who will carry out the plan including teachers, principals, other school staff, students and parents. Parents were recruited by the school administration and PTO to provide input regarding school climate. Teachers, administrators and other staff members participated in a root-cause analysis of disaggregated student assessment data to determine student academic needs. Upon completion, the CSIP was reviewed by the Better Seeking Team members and made available in the media center and on the school website to all stakeholders for review.

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

Walter P. Jones Elementary will make the plan available to the LEA, parents, and the public through the following:

- The plan will be available on the school website.
- The school wide plan will be addressed during the Title I Annual Meeting.
- A copy will be housed in the Media Center.
- A copy will be housed in the front office.
- A copy will be housed with the Family Engagement Facilitator in the parent resource room.

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.

Currently, Walter P. Jones has no students whose parents' primary language is anything other than English. If this scenario changes, a version for the language required will be created.

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

The plan is subject to the school improvement provisions of Section 1116 of the No Child Left Behind Act.