

School Name: MORGAN ELEMENTARY

Principal: Dr. Terese Martin

Plan Year: 2010-2011



**Bibb County School District
CONSOLIDATED SCHOOL IMPROVEMENT PLAN
2010-2011**

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

<p>Elementary and Secondary Education Act (ESEA)</p>	<p>Federal and State mandate Required for all Bibb County Schools</p>
<p>AdvancEd (SACS CASI)</p>	<p>Required for District-wide Accreditation</p>
<p>Georgia Department of Education Annual School Improvement Plan</p> <p>AYP Addendum (as appropriate) ___ 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>Title I ___ New Title I School-wide Plan <u>X</u> Annual Addendum ___ Targeted Assistance Plan</p>	<p>Required for all Title I Bibb County School District Schools New School-wide Plans require a stakeholder survey and an intensive year-long research and planning process</p>
<p>Bibb County School District Plans Special Education Plan Professional Learning Plan</p>	<p>Required for all Bibb County School District Schools The Professional Learning Budget should be placed in the CSIP Appendix and copied to the Department of Professional Learning.</p>

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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 School-wide 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: Dr. Terese Martin	Date: 8/24/10
(Acting) Deputy Assistant Superintendent: Dr. Kathy Reese	Date: 8/24/10
Director of Special Programs: Dr. Kathy Reese	Date: 8/24/10
Title I School Improvement Coordinator: Andrea Moore	Date: 8/24/10
(Acting) Superintendent: Sylvia McGee	Date: 8/24/10

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 CSIP document:

	AdvancED (SACS CASI) Accreditation Standards	Georgia School Standards
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

Participant/Role	Printed Name	Signature	Description of Role
CSIP Facilitator	Walsetta Miller		Reviews plan and monitor progress in plan development.
School Administrator	Dr. Terese Martin		Communicates implementation of plan to Title I school improvement coordinators and stakeholders.
School Counselor	Mary Trice		Serves as a liaison between parent and school improvement implementation in the school guidance focus.
Special Education Representative	Linda Rowell		Serves as a liaison between general education teachers and special education teachers to ensure the needs of Students with Disabilities (SWD) are met.
Parent/Community Representative	Valeria Wimbush		Serves as a voice for parents and shares their views on school improvement.
Leadership Chair	Dr. Terese Martin		Represents the Leadership Team in the school improvement process.
Data Team Representative	Lynneth Whitten		Presents data from a variety of sources on school improvement.
Research Chair	Walsetta Miller		Collaborates with the Data Team representative to evaluate current research to support the school improvement process. Shares research with staff and supports staff initiatives involving school improvement.
School Culture Chair	Wanda Major		Ensures appropriate opportunities are provided for our diverse student population.
Media Specialist	Sarah Mayberry		Provides information on the current media resources that are available and works to ensure additional resources are procured to support school improvement.
Professional Learning Liaison	Lynneth Whitten		Coordinates professional learning initiatives to support the School Improvement Plan implementation.
Title I Classroom Teacher	Somers Wilcox		Assists in identification of classroom practices that support school improvement goals and student learning.
Writing and Editing Chair	Lynne Flournoy		Consolidates information to effectively write the School Improvement Plan and edits the plan as needed.
Family Engagement Facilitator	Renee Payton		Facilitates family engagement opportunities as indicated in the plan.

Developing a Comprehensive Needs Assessment (ESEA Mandate)

School Profile: Morgan Elementary is located in Macon, Georgia and serves students living in west Bibb County. Currently, Morgan serves 496 students from pre-kindergarten to fifth grade. For the past two consecutive years, Morgan has made Adequate Yearly Progress (AYP) according to state and federal guidelines. In addition, Morgan is a Title I school, which means additional federal funds are provided to ensure that all students are provided the opportunity to receive a high-quality education. During the 2008-2009 school year, approximately 95% of students were considered “at-risk” due to economic disadvantages. In addition, 11% of the student population is classified as Students with Disabilities (SWD). The faculty and staff at Morgan are all highly qualified according to local and state standards. Of the 23 certified classroom teachers, 17 of these faculty members have completed or are currently working on advanced degrees. Of the 13 school-based support staff, including the performance learning coach, literacy coach, math coach, special education teachers, media specialist, counselor, physical education teacher, assistant principal, and principal, 13 have acquired advanced degrees. Of the four part-time or non school-based staff, including Early Intervention Program (EIP) and music teachers, three have advanced degrees. Overall, Morgan promotes a positive environment of learning and has high expectations among students and teachers.

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*.

First, the CSIP Steering Committee gathered data from multiple sources to assess the needs of the school, including the following: CRCT, ITBS, Georgia Writing Assessment, pre/post-assessments, benchmark assessments, attendance, discipline, parent surveys, and Teacher Needs Assessment Surveys. Then, the committee met in May 2010 at Morgan Elementary to review the data and share ideas to generate a rough draft of the Comprehensive School Improvement Plan. The plan was shared with other school stakeholders and input was gathered from them for suggested revisions. The committee met again in August 2010 after feedback and/or suggestions was provided from the Deputy Superintendent to make the needed revisions. Each member of the CSIP Steering Committee was assigned a particular section to research and obtain additional data and information. They also obtained additional suggestions and/or feedback from other staff members, as it pertained to their assigned sections of the School Improvement Plan. Once revised, the plan was posted as a PDF document on the school’s website for parents along with a link allowing them to review and provide suggestions for the plan. The CSIP Steering Committee reviewed the parents’ suggestions and made revisions. The finalized version was posted as a PDF document on the school’s website for all stakeholders to review.

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

The following types of data were gathered and are described below:

- CRCT – state-wide criterion data
- Georgia Writing Assessment – state-wide assessment that assesses students on a particular genre of writing
- Benchmarks – system-wide testing that assesses student understanding of the Georgia Performance Standards (GPS)
- AIMSweb – serves as a universal screening in the areas of reading and math

- Success Maker – computer-based skills system that monitors individual student progress
- QLTE Staff Surveys – on-line perception-based survey given to teachers on various issues related to school improvement and professional development
- Parent Surveys – perception-based survey given to parents on various issues related to school improvement

Identify the subgroups for which assessment results are disaggregated.

- All Students
- African-American
- Caucasian
- Students with Disabilities
- Economically Disadvantaged
- English Language Learners

*All needs assessments are required to include stakeholders’ perception results and GAPSS analysis results (through a Georgia DOE Review, an OSI Review, or a Self-Assessment) in addition to test data. Conclusions based on data will be presented in the Leadership and Governance section.

School Mission and Vision

	Bibb County School District	School
<p>Vision What is our image of a successful school for our stakeholders?</p>	<p>Vision Achievement and Performance for... Every child Every classroom Every school</p>	<p>Vision Achievement and Performance for... Every child Every classroom Every school</p>
<p>Mission How will we make our vision a reality?</p>	<p>Mission 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>Mission Our Mission is to provide students with a quality education enabling them to become lifelong learners. We will accomplish this by setting high academic standards and affording each student opportunities to succeed in ways that reflect his or her aptitudes and strengths.</p>
<p>Values What beliefs and standards guide our mission?</p>	<p>Values</p> <ul style="list-style-type: none"> • Highly qualified workforce • Positive culture and climate • Communication and information • Student achievement 	<p>Values</p> <ul style="list-style-type: none"> • Highly qualified workforce • Positive culture and climate • Communication and information • Student achievement

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.

- 1) Academic Performance – Morgan has met Adequate Yearly Progress (AYP) for the past two consecutive years. Students in all grade-levels performed at a level of 80% or more meeting the standards in the area of reading with the school-wide average being 84% on the 2010 CRCT. In addition, the school-wide average of students meeting the standards in the area of language arts was 80%.
- 2) Attendance - The Attendance Team, which consists of the counselor, infinite campus clerk, and family engagement facilitator, meets on a monthly basis to discuss student attendance and tardy issues/concerns, as well as strategies for addressing those issues. This team also monitors attendance reports of students who have missed 5-9 days, 10-15 days, and 16+ days and have an attendance plan in place that outlines specific strategies for students with chronic absenteeism. Only 3.5% of students missed more than fifteen days during the 2009-10 school year.
- 3) Professional Learning Communities - The Better Seeking Team, which consists of a teacher representative from every grade-level, as well as the principal, assistant principal, performance learning coach, math coach, instructional coach, counselor, media specialist, and special education lead teacher meets on a monthly basis to plan for and monitor continuous school improvement. In turn, each grade-level representative shares the information discussed with other grade-level teachers during weekly lesson planning meetings. A member of the Leadership Team, which consists of the principal, assistant principal, counselor, performance learning coach, math coach, and instructional coach, collaborates with the grade-level teachers during the lesson planning meetings so that they can take an active role in planning for curriculum, assessment, and instruction.
- 4) Technology – Several of the classrooms, as well as the media center, are equipped with twenty-first century technology, including laptops, document cameras, active slates, wireless keyboards, and wireless mice. This equipment is being ordered for the remaining classrooms that do not already have it. In addition, each classroom is equipped with six computers for student use, and promethean boards and dana carts are available for check-out through the media center. Furthermore, netbooks will be provided for every student in one (1) third, one (1) fourth, and one (1) fifth grade classroom, which will serve as pilot groups in an effort to improve student engagement and increase student achievement.
- 5) Extra-curricular activities - All students are provided the opportunity to participate in extra-curricular activities, as well as field trip experiences, which extend student learning beyond the classroom. There is a comprehensive Character Education program in place, which drives our school-wide discipline plan with a focus on Positive Behavior Support (PBS). As a PBS school,

students are provided with 10 points at the beginning of each week and must maintain a minimum of seven points in order to participate in Preferred Activity Time (PAT) each Friday. In addition, at the end of the nine weeks, various incentives are provided for the students, such as an ice cream social, popcorn and movie party, etc. Furthermore, students in grades one through five are provided the opportunity to participate in several different student clubs, such as the following: Art Club, Dance Team, Ecology Club/Green Team, Junior Beta, Math Team, Quiz Bowl Team, and Student Council. The school also offers an afterschool program, which permits students an opportunity to receive tutoring and/or additional assistance in various subject areas.

What evidence do you have to support this perception?

Various types of data, including CRCT results, Success Maker reports, AIMSweb reports, and the school's report card can be used as supportive evidence that the school has strengths in the areas of reading, language arts, and attendance. In addition, agendas, minutes, and lesson plans demonstrate that school leaders and teachers work collaboratively as professional learning communities during lesson planning meetings, professional development meetings, and learning labs (faculty meetings) to develop common-based lesson plans and tasks/assessments, as well as to disaggregate data. Walk-through observations serve as supportive evidence of twenty-first century technological classrooms. Furthermore, the participation rate of students in various extra-curricular activities shows that students value the benefits provided from a variety of extra-curricular activities that are offered.

Describe the school's opportunities for improvement.

All grade-levels and subgroups performed at a level of 68% or less of students meeting the standards in the area of mathematics based on the 2010 CRCT results. Thus, the results demonstrated an opportunity to improve in the area of mathematics across all grade-levels and subgroups. In addition, students in grade-levels three through five performed at a level of 55% or less of students meeting the standards in the area of science based on the 2010 CRCT results. Thus, the results demonstrated an opportunity to improve in the area of science in grades three through five in all subgroups. Furthermore, students in grade-levels three through five performed at a level of 62% or less of students meeting the standards in the area of social studies with grades four and five performing at a level of 38% or less based on the 2010 CRCT results. Although the results demonstrated an opportunity to improve in all three grade-levels, the results indicated a need to specifically focus on grades four and five in all subgroups. Finally, fifth-grade students performed at a level of 47% of students meeting the standards in the area of writing based on the 2010 Georgia Writing Assessment results.

The improvement needs will be addressed by continuing the implementation of and monitoring the following school-wide reform strategies:

School-Wide Reform Strategies						
Strategy	Student Group	Implementation Date	Monitor Implementation	Student Assessment	District Initiative	Professional Development Needed
Standards-based instruction Eight-step process Differentiated instruction Math exemplars and use of manipulatives	all students	ongoing	lesson plans observations	formative assessments benchmarks CRCT AIMSweb	yes	county-wide and school-level (PD-360, coaches) math consultant
Balanced Literacy	all students	ongoing	observations	running records DRA benchmarks CRCT	yes	school-level (instructional coach)
Technology training	all students	ongoing	observations	lesson plans teacher observations	yes	school-level (tech specialist)
Computer-based instruction	all students	ongoing	Success Maker reports observations	lesson plans Success Maker results teacher observations	yes	school-level (tech specialist, computer teachers)
Early Intervention Program (EIP)	at-risk students	ongoing	observations teacher feedback	formative assessments benchmarks CRCT	yes	county-wide and school-level (PD-360)

What evidence do you have to support this perception?

Various types of data, including CRCT results, Success Maker reports, AIMSweb reports, and the school’s report card can be used as supportive evidence that the school has opportunities to improve in the areas of math, science, and social studies. In addition, the Georgia Writing Assessment results, as well as the students’ writing portfolios, show that there is an opportunity to improve in the area of writing.

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

There are several different teams involved in the decision-making process. The Leadership Team, which consists of the principal, assistant principal, counselor, performance learning coach, instructional coach, and math coach, meets on a weekly basis to make

instructional decisions based on data and the school's needs. One of these decisions involves creating the master schedule. To do so, this team reviews CRCT data to evaluate each teacher's areas of strengths and weaknesses. Teachers who are strong in certain areas are assigned to students who are struggling in those same areas.

Each Leadership Team member is responsible for serving as a chairperson for one of the following committees:

- 1) Character/PBIS Committee – Purpose is to discuss disciplinary issues/concerns, as well as strategies for addressing those issues and coordinate end-of-nine-weeks incentives for students.
- 2) Curriculum Committee – Purpose is to ensure that all district initiatives are being implemented (i.e. Calendar math, Eight-step process, RTI, Differentiated instruction, etc.).
- 3) Community Involvement Committee – Purpose is to establish partnerships with community business leaders, churches, and other organizations to sponsor and/or provide assistance with various projects related to school improvement, school beautification, events/activities, volunteering, mentoring services, etc.
- 4) Climate/Culture Committee – Purpose is to discuss incentives for teachers and ways to improve staff morale, as well as ways to improve the overall culture of the school.
- 5) Attendance Committee – Purpose is to monitor attendance reports of students who have missed 5-9 days, 10-15 days, and 16+ days and have an attendance plan in place that outlines specific strategies for students with chronic absenteeism.

Another team that plays a vital role in the decision-making process is the Better Seeking Team, which consists of the principal, assistant principal, counselor, media specialist, performance learning coach, instructional coach, math coach, special education lead teacher, as well as a teacher representative from each grade-level. This team, along with other school-level stakeholders, also serves on the Steering Committee for the Consolidated School Improvement Plan and is responsible for creating, revising, and monitoring the implementation of the School Improvement Plan. District initiatives are reviewed, and the school's needs are assessed. This team chooses, monitors, and evaluates the appropriate strategies and resources, including professional development, that are needed to ensure that the school meets its yearly goals. Additionally, each grade-level has a grade-level leader who serves as the facilitator for collaborative planning meetings and monitors the implementation of the School Improvement Plan, including district initiatives, for his/her assigned grade-level. Furthermore, parents and community members are involved in the decision-making process by serving as active members of the Parent Teacher Organization (PTO) and School Council. Topics discussed include plans for school improvement, as well as fundraiser ideas and school events/activities. A summary of the meeting minutes are shared with other stakeholders via PTO meetings, School Council meetings, school newsletters, and Channel 17 announcements.

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)

Principal meetings are held on a monthly basis, which grants the principal the opportunity to meet with central office personnel, including the assistant superintendents for school administration, assistant superintendent for student support services, assistant superintendent for human resources, assistant superintendent for technology, special education director, as well as many others, to obtain updates about various topics and/or issues at the district-level. In addition, vertical team meetings are held periodically throughout the year, which is facilitated by one of the aforementioned central office employees. These meetings provide an opportunity for principals, assistant principals, coaches, and lead teachers from different schools within a certain zone to meet and discuss district initiatives and share ideas with one another. Furthermore, more frequent communication is maintained with central office personnel who work in the areas of facilities, finance, transportation, nutrition, and health. A brief description is provided below.

Facilities

Based upon student population and the school's needs, collaborative decision making is used to determine the use of rooms and equipment to implement and enhance the school's instructional programs. In addition, the head custodian plays a vital role in handling all internal facility issues.

Finance

In compliance with school board policy, a system is in place for the accounting of local school funds, as well as for the management of such procedures, which includes collection, disbursement, transfer, and accountability by the principal.

Transportation

Bus schedules, including stops and routes, are developed by the transportation department to ensure that eligible bus students have safe and efficient transportation. Bus routes are communicated to parents at the time of registration. Assigned staff members are in place to meet the buses each morning and to assist students in boarding buses each afternoon.

Nutrition

Students are provided with a nutritious breakfast and lunch each day. The cafeteria manager monitors the preparation of the meals delivered from central kitchen. Nutrition concerns are directed to our food service department at the district level.

Health

Students are served by a certified physical education teacher bi-weekly. Classroom teachers, as well as the school nurse, also provide health instruction.

School Culture/Climate

Describe the methods utilized to ensure a school culture that is pervasively academic and demonstrates high expectations for teaching and learning.

The school's and county's vision is "achievement and performance for every child in every classroom." In order to successfully accomplish this, having high expectations must become the norm. As a result, we focus on the three R's: rigor, relevance, and relationships.

Rigor is something that must be embedded into all lessons. Thus, all lessons are aligned to the GPS. Lesson plans are reviewed by content area specialists. For example, the instructional coach reviews the Reading/ELA plans; the math coach reviews the Math plans; the performance learning coach reviews the Science plans; and the assistant principal reviews the Social Studies plans. After the content area specialist reviews the plan, then it is returned to the grade-level teachers along with a Lesson Plan Feedback Form that contains comments and/or suggestions. In addition, to ensure that the classrooms are standards-based, walkthrough observations are conducted on a weekly basis by the Leadership Team, and the results are communicated with the teachers during weekly lesson planning meetings, as well as posted in the data room, so that the faculty can easily recognize what areas are opportunities for improvement.

Lessons must also be relevant to the students' lives in order for them to remain actively engaged in them, as well as for them to develop a complete understanding of the material. All grade-level teachers have common planning time so that they can collaboratively plan their lessons together. A member of the Leadership Team also attends these meetings, which are held every Thursday, so that they can play an active role in the collaborative planning process. This also serves as a method of monitoring and evaluation.

To gain new ideas and learn new strategies and best practices, teachers also meet with the performance learning coach, instructional coach, and math coach on Wednesdays, which is referred to as Professional Learning Day. This provides teachers with an opportunity to participate in training sessions, workshops, book studies, as well as various other professional development activities. Additional opportunities for professional development are provided during faculty meetings, which are also called learning labs.

Furthermore, building relationships is critical to student success. The teachers have an understanding that not only is it important for them to build relationships with the students, but it is also vital for them to form relationships and maintain an open line of communication with parents. The teachers call the students and their parents to formally introduce themselves by the end of the first week of school. In addition, Tuesdays are reserved for Parent/Teacher Conference Day, and teachers are required to have at least one conference with every parent each nine weeks. Other means of communication include phone contact, e-mail, student agendas, and teacher websites. As a method of monitoring and evaluation, teachers must submit a Parent Contact Log to the principal at the end of each month.

Finally, students are provided the opportunity to participate in academic clubs and programs that enhance the teaching and learning process, such as Junior Beta, Math Team, and Quiz Bowl Team. The school also offers an Afterschool Program, which permits students an opportunity to receive tutoring or additional assistance in various subject areas.

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

The school-wide discipline plan is developed and revised by the Discipline Committee, which consists of teachers, the school counselor, and the assistant principal. The assistant principal serves as the committee chairperson. The plan focuses on a positive behavior support system and integrates accepting personal responsibility for one's own behavior, as well as emphasizes character education. In addition, it includes modeling good behavior, building self-esteem, and treating others with respect. Each morning, the Morgan's M.U.S.T. statement is recited by all students during the morning announcements. It represents for the following: move with a purpose; use good manners; show respect to all; and think before acting. The Discipline Committee evaluates and revises the plan each year and presents it to the faculty at the beginning of the year during pre-planning.

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

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

The school counselor plays an active role in working with students, parents, and teachers to address the cognitive needs, as well as social and emotional needs, of students at each grade level. The school counseling program includes classroom guidance, individual counseling, and group guidance. Referrals are primarily made by teachers and administrators to the counselor for students who are experiencing academic, social, or emotional difficulty but can also be made by parents, or students can refer themselves. Teachers also provide a positive, supportive, risk-free learning environment for students and conduct student/teacher conferences to address any immediate concerns as the need arises.

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

The performance learning coach serves as the school's data analyst and is responsible for maintaining and updating the data room. She, as well as other members of the Leadership Team, presents different types of data, including CRCT, Georgia Writing Assessment, benchmark, and AIMSweb, to the faculty and leads them through the data disaggregation process throughout the year. These different types of data, along with ongoing classroom assessment data, are used to plan lessons and differentiate instruction during collaborative grade-level planning meetings in an effort to maximize student achievement. Teachers utilize a variety of standards-based assessments, including math exemplars, tasks from the Department of Education frameworks, and culminating projects/activities, which are selected and scored collaboratively during lesson planning meetings.

Additionally, teachers utilize the Eight-Step Process as a method of "Plan, Do, Check, Act" so that Instructional Focus Calendars can be developed, as well as mini-lessons, mini-assessments, and flexible groups for remediation or enrichment. Teachers use the results from classroom assessments, benchmarks, and AIMSweb to decide which students require remediation and which students require enrichment. In addition, students' individual needs are discussed. Students who are struggling to perform on grade-level receive additional support through the Response to Intervention (RTI) process. The RTI Team recommends instructional strategies that will help students to excel academically.

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

During weekly lesson planning meetings, teachers and members of the Leadership Team collaborate to select the different types of academic assessments that will be utilized. The types of assessments that are selected are based on the GPS that are being taught at that time. Some examples of the standards-based assessments that are chosen are math exemplars, tasks from the Department of Education frameworks, as well as culminating projects, which are graded via a rubric. Research shows that teacher commentary is far more effective than re-teaching. Thus, teachers provide specific feedback to the students for the standards-based assessments so that students will have another opportunity to demonstrate mastery of the standards.

Teachers also provide students with samples of student work, as well as the rubric, before assigning the task to the students. This gives the students an opportunity to see what mastery level work looks like and compare it to work that does not meet the standards. Additionally, teachers (as a grade-level) present at least one of their culminating projects to the staff during faculty meetings. This gives teachers an opportunity to share their ideas and strategies with all of their colleagues, as opposed to only with the colleagues on their grade-level. This also serves as a method of monitoring and evaluation, as the entire faculty can provide feedback and suggestions on each assessment.

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.

Assessment data is articulated throughout the school year using various means of communication. A system of communication is maintained that allows parents to be informed on student progress and test data results. This information is made available by means of weekly signed papers, telephone calls, student agendas, progress reports, classroom performance on report cards, and individual parent conferences requested by the parent or the teacher. In addition, “test talks” are held throughout the year with the students. During “test talks,” every student is assigned an advisor who meets with him or her and reviews the test results, as well as establishes new goals to meet for the current year. Advisors include support administrative personnel and non-homeroom teachers. A copy of the results, along with a letter explaining what the results mean, is sent home with the students so that they can review this information with their parents. Parents who still have questions or would like for the teachers to explain it to them are asked to request a parent conference.

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.

Members of the Leadership Team review the data results and disaggregate it by grade-level and by teacher. The results are then presented to the faculty during faculty meetings and grade-level meetings. Teachers further disaggregate the data and utilize it to determine the strengths and areas that need improvement in an effort to plan and guide instruction. Data results are described in the CSIP, which is posted on the school's website for parents, community members, and other stakeholders to review, as well as provide feedback and suggestions. In addition, the school communicates these results through other means, such as monthly principal's breakfast meetings (with parents), PTO meetings, school newsletters, and Channel 17 (Local Education Television).

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, student, parents, and community members. *

The CSIP will be communicated with staff members during faculty and grade-level meetings. In addition, it will be posted on the school's website for parents, community members, and other stakeholders to review, as well as provide feedback and suggestions for revisions. Furthermore, a synopsis of it will be discussed during a PTO or parent informational meeting. During this time, the staff will be available to answer any questions that parents may have, and a translator will be available to interpret the plan for parents and other stakeholders who do not speak English as their primary language. Other methods that the CSIP will be communicated with stakeholders include school council meetings, school newsletters, and Channel 17 (Local Education Television). Furthermore, Connect Ed, which is an automatic system that sends a personalized message via the phone and e-mail to all students, parents, and staff members, will also be utilized to remind parents when these meetings will take place, as well as when newsletters and other pertinent information will be sent home.

Instruction by Highly Qualified Teachers (ESEA Mandate)

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

When potential employees interview at the school, a copy of the job description that includes qualifications and responsibilities is provided for all candidates. Interview questions are aligned to the criteria specified for the position to ensure that the individual selected meets these qualifications. In addition, the candidate's areas of certification are verified through the website of the Professional Standards Commission, and a reference check is done with the candidate's current or former employer.

To ensure that the school remains in compliance, a copy of all staff members' certificates are kept on file at the school, as well as a spreadsheet that highlights each staff member's area(s) of certification. This document is extremely useful when the master schedule is being revised or teachers are being reassigned to other grade-levels and subject areas to ensure that their reassignment does not affect their highly qualified status.

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

The district utilizes a strategic plan to ensure that it recruits and hires highly qualified instructors for the system. At the annual Middle Georgia Teacher Recruitment Fair, all individuals who are interested in teaching in Bibb County Public Schools are given a USB flash drive, which contains a link to the on-line application and directions for applying. Other information that is provided on the flash drive includes salary schedules, certification information, school locations, and contact information. In addition, the school has an interview team that participates in the system-level recruitment fair that conducts mini-interviews to potential candidates. Furthermore, an informational brochure is distributed to all potential candidates that provides an overview of the school. Candidate selection is based on the needs of the school in comparison to what strengths the chosen person has to offer that will meet those needs.

To retain highly qualified instructors at the school, New Teacher Orientation is provided at the beginning of the school year for all new teachers. Each new teacher is assigned a Teacher Support Specialist (TSS mentor) who provides ongoing support for new teachers. Other support personnel, including the administrators, coaches, and grade-level chairpersons, also provide mentoring and instructional support for new teachers. The TSS meets monthly with their mentee to address any areas of concern. Additionally, the coaches provide on-going professional development for all teachers in areas where improvement is needed or areas that teachers request they would like to enhance their skills. Teachers are provided the opportunity to develop in a teacher leadership capacity by serving in various leadership roles, including the following: Better Seeking Team member, grade-level chairperson, TSS, and an activities coordinator. Furthermore, a Teacher Retention Plan is created and updated each year.

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.

The members of the Leadership Team developed a standards-based walkthrough form as a method of monitoring and evaluating the use of a standards-based curriculum delivery by teachers. Leadership Team members conduct weekly focused walkthroughs using this form, and this information is shared with the teachers at the weekly grade-level meetings. The data is then disaggregated and posted in the data room so that it can be continuously monitored and discussed at faculty meetings.

In addition, the administrators and coaches conduct informal classroom observations, and the administrators also conduct formal evaluations, as well as pre- and post-conferences. Furthermore, ongoing professional development is provided by the administrators and coaches during faculty meetings and weekly professional learning meetings.

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

At the beginning of the year, the principal leads a professional learning session to the staff members during a faculty and/or grade-level meeting that provides an overview of what a standards-based classroom looks like and shows how this aligns to the tool that is utilized to evaluate teachers. Additionally, a member of the Leadership Team, which includes the principal, assistant principal, performance learning coach, instructional coach, math coach, and counselor, collaboratively plans with the teachers during the weekly lesson planning meeting. A Lesson Planning Form is used to guide these meetings. The form's contents contain a section for teachers to reflect on how things have been going, as well as where they're headed for the upcoming week. A copy of the completed form is turned in each week to the principal and the performance learning coach as a method of monitoring and evaluation. The GPS, system's curriculum pacing guides, and Department of Education frameworks are used to guide the instructional planning, and all lesson plans are saved electronically on a standards-based lesson plan template.

Teachers are expected to utilize best practices and research-based strategies, such as the following: the teachers and students know and can explain the language of the standards; the teacher serves as the facilitator of the classroom; differentiation is prevalent; technology is integrated into the lessons to maintain active student engagement; students work in a variety of settings, including independently, pairs, and small groups; students are given more than one opportunity to demonstrate mastery of the standards; and teachers provide ongoing commentary and feedback. The specific strategies and teaching practices that are chosen on a daily basis are based on the results of the data, as well as the students' needs.

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

Teachers typically identify students who are considered to be at-risk based on the student's performance in the class; however, administrators, counselors, or parents can also make referrals. The Response to Intervention (RTI) process is designed to assess student progress by utilizing systematic interventions. The RTI Team, which includes the classroom teacher, counselor, parent, and an administrator, meets on a regular basis to discuss the student's academic and/or behavioral performance. Other personnel, such as the special education teacher, school psychologist, school social worker, or behavior interventionist may also be invited to attend the RTI meeting based on the student's needs. The first meeting is held at the beginning of the year to discuss students who were identified as being "at-risk" at the end of the previous school year. As other students are identified, they are added to a projected schedule. Different types of data are reviewed, including CRCT, AIMSweb, DRA, Star Reader, Star Math, and benchmark assessments. The team then makes a decision in regards to whether or the student requires additional interventions that are included in higher tiers. The teachers are expected to implement specific, individualized strategies for the identified students for four to six weeks in an effort to

improve student academic and/or behavioral performance. Lesson plans and assignments may also be modified to address student needs. Follow-up meetings are scheduled to assess instructional effectiveness and student progress, as well as to determine if the strategies should be maintained, revised, or eliminated.

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

A variety of methods are used to address the needs of students who have not met expectations. Students who do not pass the CRCT or who are identified as not performing on grade-level are recommended to receive services through the Early Intervention Program (EIP). The EIP teachers provide additional support for forty-five to fifty minutes per day in the areas of reading and/or math. In addition, the instructional coach and the math coach provide additional assistance to students who have been identified as “bubble” students, which mean that their CRCT scores fall within the range of 785-810. These services are provided before school, during connection classes, or after school. Students are also provided the opportunity to receive tutoring in the afterschool program and can receive individualized instruction via the computer during connection classes. The RTI Team also meets on a regular basis to identify specific, individualized strategies for students who have not met expectations in an effort to improve their academic and/or behavioral performance, and the classroom teacher is responsible for implementing the strategies identified and charting the student’s progress as evidence. Furthermore, the coaches provide ongoing professional learning in the area of differentiation, as well as other identified areas of need.

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.

Different types of data, including CRCT, AIMSweb, Star Reader, Star Math, benchmark, as well as classroom assessment data, are used to determine students’ instructional levels. In addition to differentiating the instruction based on student needs, students are given the opportunity to receive individualized instruction via the computer during two of the four connection classes. These computer-based classes are used to broaden the scope of instruction and provide enrichment for students who are progressing toward exceeding expectations. The school has also ordered Netbooks to pilot in third, fourth, and fifth grade classrooms, which will provide students the opportunity to work at their own pace and meet their individual needs so that they are not restricted to only receiving teacher-led instruction.

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?

Students who have been identified as gifted participate in the gifted program one day per week. These students are served by a certified gifted teacher through a resource model of instruction. The lessons are interdisciplinary, enriching, and extensions of the GPS. Classroom teachers collaborate with the teachers of the gifted program to design lessons to enhance the curriculum to challenge high achieving students. They are also strongly encouraged to obtain gifted endorsement so that they can address the needs of gifted, talented, and high achieving students. Ongoing professional learning is provided by the coaches at the school-level in the area of

differentiation so that teachers can meet the needs of all students. In addition, the school has ordered netbooks to pilot in third, fourth, and fifth grade classrooms, which will provide students the opportunity to work at their own pace and meet their individual needs so that they are not restricted to only receiving teacher-led instruction.

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.

One method that students in need of additional assistance are identified is through the RTI process. Teachers typically identify students who are considered to be at risk based on the student's performance in the class; however, administrators, counselors, or parents can also make referrals. The RTI Team meets on a regular basis to discuss the student's academic and/or behavioral performance. Different types of data are reviewed, including CRCT, AIMSweb, Star Reader, Star Math, DRA, and benchmark assessments. The parent also completes a detailed background information sheet to provide more information about the student. The team then makes a decision in regards to whether or the student requires additional interventions that are included in higher tiers. The teachers are expected to implement specific, individualized strategies for the identified students for four to six weeks in an effort to improve student academic and/or behavioral performance. Lesson plans and assignments may also be modified to address student needs. Follow-up meetings are scheduled to assess instructional effectiveness and student progress, as well as to determine if the strategies should be maintained, revised, or eliminated. Should the strategies prove to be unsuccessful in Tier II or Tier III, then the team may seek a referral for additional testing to determine if the student may be eligible for services through the Program for Exceptional Children. The timeline for the comprehensive evaluation is 60 calendar days once the parent signs consent. The committee must meet within 60 days to determine eligibility. The interventions continue while testing is being completed.

Another method is through the Early Intervention Program (EIP). Students who do not pass the CRCT or who are identified as not performing on grade-level are recommended to receive services through EIP. Parent approval is requested to provide these services. Once approval is received, the EIP teachers provide additional support for forty-five to fifty minutes per day in the areas of reading and/or math using either a pull-out or augmented model. In the pull-out model, instruction is provided in a small group of eleven to sixteen students. In the augmented model, instruction is provided in a collaborative setting where the EIP and regular classroom teacher collaborates within the same classroom.

Other means of providing assistance to students include the school counseling program. The guidance counselor assists students by providing individual, small group, and large group sessions focusing on areas of need. Sample topics include the following: test taking strategies, study skills, character education, anger management, bullying, and dealing with divorce. In addition, the instructional coach and the math coach provide additional assistance to students who have been identified as "bubble" students, which mean that their CRCT scores fall within the range of 785-810. These services are provided before school, during connection classes, or after school.

Students are also provided the opportunity to receive tutoring in the afterschool program and can receive individualized instruction via the computer during connection classes.

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

The performance learning coach serves as the school's data analyst and is responsible for maintaining and updating the data room. Faculty meetings are held in the data room twice a month so that the data can continuously be discussed, monitored, and used to drive instructional planning. She, as well as other members of the Leadership Team, presents different types of data, including CRCT, Georgia Writing Assessment, benchmark assessment, and AIMSweb, to the faculty and leads them through the data disaggregation process throughout the year.

A standards-based walkthrough form is also utilized by the Leadership Team members to monitor and evaluate the use of a standards-based curriculum delivery by teachers. Leadership Team members conduct weekly focused walkthroughs using this form, and this information is shared with the teachers at the weekly grade-level meetings. The data is then disaggregated and posted in the data room so that it can be continuously monitored and discussed at faculty meetings.

In addition to evaluating summative data, formative assessments are also evaluated throughout the year. For example, classroom assessment data, such as mini-assessments, are reviewed during weekly grade-level meetings. The results are used to assess student progress and to determine the specific areas that students need additional assistance so that they can receive it in a small group setting. Students are also tested using AIMSweb, which is a formative assessment tool that provides the data that is needed to meet the needs of the student identified through the RTI process. This assessment is administered twice a year for all students, and more frequent progress monitoring is utilized for students who are performing below average and require additional assistance.

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

To gain new ideas and learn new strategies and best practices, teachers meet with the performance learning coach, instructional coach, and math coach on Wednesdays, which is referred to as Professional Learning Day. This provides teachers with an opportunity to participate in training sessions, workshops, book studies, as well as various other professional development activities. Additional opportunities for professional development are provided during faculty meetings, which are also called learning labs.

Below are examples of professional learning opportunities that will be provided for teachers to assist in the identification of student difficulties and to provide the appropriate assistance for identified difficulties throughout the school year. Data analysis will be used continuously to identify specific academic weaknesses, drive curriculum decisions, and direct decisions regarding the types of high quality, sustained professional development offered to the school's staff.

Professional Learning Opportunity	Rationale	Date of Training	Person Responsible for Delivery	Monitoring Method
Response to Intervention (RTI) Training	<ul style="list-style-type: none"> Aids with assessing students' reading performance and setting instructional goals. Assists teachers in identifying students who are not meeting academic and behavioral expectations. Aids teachers in developing strategies and interventions to address students' academic and behavioral needs. 	currently being used (Ongoing)	School Counselor	RTI
Progress Monitoring – AIMSweb	<ul style="list-style-type: none"> Helps to monitor all students and to identify students displaying academic difficulties. 	August- October, 2010	School Counselor Performance Learning Coach	AIMSweb data
Developmental Reading Assessment Training (DRA)	<ul style="list-style-type: none"> Aids with assessing students' reading performance and setting instructional goals. 	currently being used (Ongoing)	Literacy Coach	Individual DRA Reports
Running Records Training	<ul style="list-style-type: none"> Helps teachers assess student's oral reading proficiency, plan for future instruction, and provide a way for students to understand their progress. 	September 2010	Literacy Coach	Individual Running Records
Think Gate (Benchmark) Training	<ul style="list-style-type: none"> Allows teachers to track student performance on formative assessments. 	September 2010	Performance Learning Coach	Think Gate data
PD360 Training	<ul style="list-style-type: none"> Enables teachers to utilize prescriptive professional development video software program. 	Fall 2010	Performance Learning Coach	PD360 program data
Book Study	<ul style="list-style-type: none"> Teachers will focus on an area of professional need/interest to read and discuss in a professional learning communities/small group format 	2010-2011	Performance Learning Coach	Small group meeting minutes

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

To ensure that all students are successful, additional instructional support beyond the regular classroom is provided. The afterschool program provides assistance in reading and math for grades 3-5. In addition, the instructional and math coach provides small group support for students who are considered “bubble” students, and CRCT scores range from 785-810. The family engagement facilitator also conducts workshops throughout the year with parents and offers them resources that will show them how they can assist with meeting the needs of their children. Students and parents are also provided with opportunities to participate in Math/Science Night, as well as Literacy Night. During the second semester, a PTO meeting is held to present information to parents regarding ways to assist students with test-taking strategies in preparation for the CRCT. Teachers, administrators, and other support staff conduct test talks with the students to discuss their CRCT results and assist the students with developing a plan to improve their scores.

Students also need opportunities for enrichment activities that extend beyond the classroom and allow them to explore their gifts and talents. Thus, students in grades one through five are provided the opportunity to participate in several different student clubs, such as the following: Art Club, Dance Team, Ecology Club/Green Team, Junior Beta, Math Team, Quiz Bowl Team, and Student Council.

Plans for Assisting Children during Transitions (ESEA Mandate)

Describe your plans for assisting all other levels of student transition (new students, Pre-K to Kindergarten, elementary to middle, middle to high, early childhood programs, Special Education, English Language Learners Program, group home participants, etc.).

There are several different plans in place to assist students with transitioning from one grade to another or one program to another. At the beginning of the year, the principal conducts a school-wide assembly with all grade levels to provide an overview of the school’s expectations, rules, and procedures. Students are also allowed to ask the principal questions at this time. The teachers also conduct a more detailed review of their expectations, rituals, and routines for the classroom, hallway, restroom, and lunchroom. In addition to transitioning from grade to grade, students also have a high transiency rate from school to school. To assist students who enter the school after the beginning of the year, the counselor conducts an orientation session with them. Moreover, peer mediators are assigned to assist them with becoming acquainted with the school, as well as the rules and procedures. Below is a more detailed outline of the plans that have been put in place for specific transitions:

Pre-K to Kindergarten

A Pre-K Orientation is held to invite new parents and students to the classroom for activities. During the first week of school, the teacher and paraprofessional help the students practice cafeteria procedures (i.e. standing in the lunch line, entering identification numbers into the system, and carrying their own lunch tray), as well as procedures for walking quietly in a straight line in the hallway. Throughout the year, the teachers continue to practice routines and procedures and work with students to prepare them to become

kindergarten students. At the end of the school year, pre-kindergarten classes from the community are invited to visit the school's kindergarten classes. They come and spend the morning in the kindergarten classrooms. Furthermore, at the end of the year, an awards ceremony is held for all pre-kindergarten students in an effort to recognize them for their hard work and achievement.

Elementary to Middle

“Smooth Move” is held each year, which allows the fifth grade students to visit the middle school in their feeder zone, which is Weaver Middle School. This visit is coordinated by the counselors from both schools. Students are given an orientation and overview of middle school, including the expectations, curriculum, and schedule by the middle school students and staff members. Students are also provided the opportunity to see presentations by student representative involved in various clubs and extra-curricular activities. In addition, selected middle school students and teachers also visit our school to talk to the fifth grade students about signing up for different sports and music programs.

Special Education

Students who are in the special education program have an Individual Education Plan (IEP), which helps them access the general education curriculum and engage in the GPS that drives student instruction. The IEP is reviewed annually by a committee, which may include parents, general education and special education teachers, the zone coordinator, as well as any other school or community personnel that works with the students. The purpose of the meeting is to focus on student progress, identify current strengths and needs, and develop goals for the coming year.

In order to assist a student transition from a special needs pre-kindergarten classroom at Northwoods Academy into an inclusion or pull-out kindergarten classroom, faculty from each school, parents, and related service workers meet to discuss the student's academic, social, and emotional needs. The same type transitional IEP meeting takes place when a student rises from the elementary level to the middle school level. The special education teachers invite parents and students to tour the school and its classrooms. The parents are also given an informational packet, which includes general information about the services offered, the definition of inclusion and pull-out classes, schedules, school-wide discipline plan, as well as information about routines and procedures.

After a home-bound student is released by his or her physician, the IEP committee can convene to create a plan for transition from the home setting to the school setting. The parent will be invited to tour the school and meet school personnel.

To exit the special education program, an IEP committee meeting is held to develop a transitional IEP with plans for the student to acclimate himself or herself to the general education curriculum in a slow, methodical way. This transitional plan lasts approximately one year. The co-teaching partners (special education teacher and general education teacher) monitor the student's progress through anecdotal records and graph their academic development as the pupil is released step-by-step into the general education curriculum.

English Language Learners Program

Our school serves as the English Language Learners (ELL) center for the Westside zone, which means that ELL students from other elementary schools in our zone are transferred to our school in order to be served by the ELL teacher. The teacher gives a Language Survey to new students to determine if they qualify for ELL services and a post-test at the end of the year to determine if they will continue to receive services. Translators are requested by the school to attend activities and informational meetings, such as PTO meetings and parent conferences, which are held at the school throughout the year. Also, a Spanish version of all important memos and letters is sent home to all ELL families. In addition to the delivery of a structured program, the ELL teacher sponsors “Hispanic Heritage” week and “Cultural Diversity” month for all other cultures represented at the school.

Homebound/Home-school Students

Homebound educational services are provided for Bibb County students who have a medically diagnosed physical condition that restricts their school attendance for ten or more days. Students must be able to participate in educational instruction and can not have certain contagious or communicable diseases. Chronically ill children may qualify to be served with intermittent services or attend school on a part-time basis.

Support Services for Student Learning

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

The school counselor provides individual, small group, and classroom guidance to address the social, emotional, and the academic needs of the students. Referrals to the counselor can be made by teachers, administrators, parents, or students can refer themselves. In addition, the counselor refers boys who are considered “at risk” to the Men-of-Valor Mentoring Program, which was established by the counselor and a men’s group from an area church. In addition, “test talks” are held throughout the year with the students. During “test talks,” every student is assigned an advisor who meets with him or her and reviews the test results, as well as establishes new goals to meet for the current year. Advisors include support administrative personnel and non-homeroom teachers. A copy of the results, along with a letter explaining what the results mean, is sent home with the students so that they can review this information with their parents. Parents who still have questions or would like for the teachers to explain it to them are asked to request a parent conference.

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 counselor provides support to teachers for students who experience difficulties through classroom guidance and individual counseling sessions. The counselor coordinates and facilitates the RTI process, which provides support for students and parents of children identified with academic and behavioral concerns. She also works with the social worker assigned to our school to provide services and resources to students in need. If a student’s academic needs are not being met at the Tier I level in the RTI process, then

the counselor will schedule a meeting, which includes the school psychologist, to obtain input for strategies and suggestions, as well as to determine if additional testing may be needed. The counselor may also request the behavioral interventionist to observe the student's behavior. Furthermore, the counselor coordinates partnerships with outside agencies, such as the Salvation Army, Wal-Mart, Sports Academy, Department of Family and Children Services, family therapists, as well as agencies that provide resources for the homeless.

Strategies to Increase Parental Involvement (ESEAMandate)

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

The school has a full-time family engagement facilitator (FEF) who serves our parents and students by planning, initiating, and overseeing activities that will help increase parent involvement. She also serves as the coordinator of the Parent Council and coordinates activities between the school, parents, and the community to improve student achievement. Some of the events and/or activities that she assists with planning to support the instructional program include the following: Open House, Kindergarten Orientation, Math/Science Night, Literacy Night, PTO meetings, School Council, book fairs, parent workshops, parent volunteers, as well as informational meetings to provide an explanation of the state standards and the CRCT. She also submits school information about upcoming events and activities to the Channel 17, the Local Education Channel.

Additionally, the FEF serves on the Attendance Committee and monitors student attendance. She assists with calling parents to inform them of any attendance concerns. She also collaborates with teachers to assist parents in utilizing the resources provided through the Parent Resource Center. Furthermore, she collaborates with the principal to publish a monthly newsletter to communicate with parents about school events and important dates.

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

Parents and community members are actively involved in the school decision-making process. The school has regularly scheduled PTO meetings throughout the year to keep parents abreast of school and academic-related issues. In addition, School Council meetings, as well as monthly "Breakfast with the Principal" meetings are held so that parents can provide input and suggestions for school improvement. A parent representative also serves on the CSIP Steering Committee. Surveys are also sent home to parents at the beginning and the end of each year to gather their opinions regarding the quality of the instructional program and initiatives, as well as to assess parent satisfaction with communication from the school. Furthermore, monthly school newsletters are sent home to keep parents informed of important information, including fundraiser, activities, promotion/retention requirements, and standardized tests.

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

A parent representative serves on the CSIP Steering Committee. The CSIP committee met in May 2010 at Morgan Elementary to review the data and share ideas to generate a rough draft of the Comprehensive School Improvement Plan. The plan was shared with other school stakeholders and input was gathered from them for suggested revisions. The committee met again in August 2010 after

feedback and/or suggestions was provided from the deputy superintendent to make the needed revisions. Once the plan was revised, it was posted as a PDF document on the school’s website for all parents to review along with a link for them to provide suggestions. The CSIP Steering Committee reviewed the parents’ suggestions and made revisions. The finalized version was posted as a PDF document on the school’s website for all stakeholders to review.

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

At the beginning of each year during PTO Open House, parents, teachers, and students are given copies of the Title I Compact. The Parent Involvement Policy (PIP) is discussed, and parents are asked to review it and make suggestions for changes. The compact and policy emphasize the importance of parental participation in their child’s education and provides a list of planned activities for the year. It also describes how the school and the parents will form a partnership to help children achieve the state’s standards. The compact is signed by the principal, teacher, student, and parent documenting the commitment from all parties involved. All compact documents are collected by the family engagement facilitator and filed in the office.

*Title I schools only

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

Funding Sources	Provide a narrative explanation of how funds will be used to support student achievement and/or school improvement in relation to the components of this plan.
Federal Funds	Title I funds support the areas of reading and math instruction, parental involvement, professional learning, and the after school program. Funding from Title I is also used to hire additional personnel and purchase materials and supplies for professional learning and the instructional program. Salaries for one certified teacher and three full-time, as well as one part-time, Title I paraprofessionals are funded by federal funds.
State Funds	The per-pupil funds that are allocated for the school are used to support the instructional program with materials and supplies.
School Improvement Grant (Needs Improvement Title I Schools Only)	NA
Reduced Class Size	NA
Local Professional Learning Funds	The Bibb County School District’s Professional Learning budget allows the school to provide staff development for teachers that will address student achievement. Resources provided are based on the information included in the needs assessment, which reflects the needs of the teachers in order to provide appropriate instruction for the students. Funds will be utilized in the areas of reading, math, writing, differentiated instruction, and professional learning conferences.
Smaller Learning Communities	NA
Grants (list)	NA
PTO	The school’s PTO provides funds to assist the instructional program via fundraising efforts.

Partners in Education	Macon State College and University provides literary support to students and sponsors the Young Authors' Conference annually. Students are given the opportunity to enhance their writing skills and have their work published in a booklet. The university also sends students to come to the school to read to the class and instructors of health, science, and math to share their careers with the students.
Other (list)	

***Copies of all budgets referenced in this section should be placed in the appendix.**

Reading/English/Language Arts Action Plan (ESEA Mandate)					
Annual Measurable Objective: The percentage of students who meet and exceed the standard in reading/English language arts will increase from 82% to 87% as measured by the state CRCT scores by Spring 2011 with a 95% participation rate.					
Intervention	Professional Learning Needed	Estimated Cost and Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
				Evidence of Monitoring	Evidence of Impact
Instructional Standard 2.1: Performance/Action 2 Utilize and monitor the three-part lesson as an instructional framework to increase rigor for all lessons.	GPS training (new teachers)	Professional Learning	Aug 2010-May 2011 Principal, Assistant Principal, (AP), Performance Learning Coach (PLC), Instructional Coach (IC)	Work Samples Formative Assessments Lesson Plans Observations Focus Walks Increased Reading Levels	CRCT ITBS Report Cards
Assessment Standard 3.1: Performance/Action 4 Place students who are not meeting standards into small groups for 30-50 minutes daily, according to assessment results. Extended learning sessions will be monitored for effectiveness by analyzing data on a regular basis.	None	None	Aug 2010-May 2011 Reg. Ed. Teachers, Paraprofessionals, EIP Teachers, Connection Teachers PLC, IC	Benchmark Assessments Lesson Plans Student work	CRCT ITBS Report Cards
Planning and Organizing Standard 2:3 Performance/Action 1 Select supplemental materials based upon data collected from CRCT scores to address the needs in ELA. Increase the use of leveled readers for grades 1-5 to support classroom instruction.	None	Title I Instructional Materials \$2,000	Aug 2010-May 2011 AP, PLC, IC, Media Specialist	Lesson Plans Observations Benchmark Assessments DRA AIMSweb	CRCT ITBS Report Cards
Incorporate the writing process in regular classroom	Writing	Professional	Aug 2010-May 2011 Principal, AP, IC,	Lesson Plans	CRCT

instruction focusing on the integration of science and social studies content	Workshop	Learning	Reg. Ed. Teachers, Media Specialist	Student Writing Journals Writing Portfolios Writing Conferences	ITBS Report Cards Grades 3 and 5 Writing Assessments
Instructional Standard 2.7: Performance/Action 3 Utilize the standards as the expectation for learning and assess the needs of students prior to instruction. Analyze students' levels of understanding, learning styles, and interests in order to differentiate instruction in the areas of content, process, product, and pacing.	Differentiated Instruction training (new teachers)	Redelivery Model	Aug 2010-May 2011 Principal, AP, IC, Reg. Ed. Teachers, Counselor	Lesson Plans Work Samples Classroom Observations Focus Walks	CRCT ITBS Report Cards
Technology Integration: Instructional Standard 2: 2.7 Performance/Action 2 Effectively use technology to provide real-world application to enhance students' research skills and to differentiate instruction to maximize student learning. The technology activities will be used to promote content research and require conceptual application of the standards.	Integrating Technology into the Classroom training	Board of Education and Title I \$15,000	Aug 2010-May 2011 Principal, AP, PLC, Technology Specialist, Media Specialist	Sign-In sheets Work Samples Lesson Plans Observations Focus Walks Computer Lab Schedule	CRCT ITBS Report Cards

Mathematics Action Plan (ESEA Mandate)					
Annual Measurable Objective: The percentage of students who meet and exceed the standard in math will increase from 67% to 77% as measured by the state CRCT scores by Spring 2011 with a 95% participation rate.					
Intervention	Professional Learning Needed	Estimated Cost and Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
				Evidence of Monitoring	Evidence of Impact
Instruction Standard 2: 2.3 Performance/Action 3 Increase the utilization of manipulatives and flexible groupings to introduce math concepts through the use of differentiated instruction.	Differentiated Instruction training (new teachers)	Redelivery Model	Aug 2010-May 2011 Principal, AP, IC, Reg. Ed Teachers	Lesson Plans Work Samples Observations Benchmarks	CRCT ITBS Report Cards
Provide math training to teachers on improving student achievement by presenting research-based strategies to enhance math instruction in an effort to meet needs in math as identified by CRCT data	math workshop provided Dr. Whatley, Math Consultant	Title I \$5,000	Aug 2010-May 2011 Principal, AP, PLC, Reg. Ed Teachers, Math Consultant	Lesson Plans Work Samples Observations Benchmarks	CRCT ITBS Report Cards
Assessment Standard 3:3.1 Performance/Action 4 Implement Afterschool Tutorial Program to support 3 rd -5 th grade students not meeting grade-level standards.	onsite training	After School Grant \$25,000	Oct 2010-May 2011 Principal, ASP Coordinator Tutorial Teachers	Pre/Post Test Benchmarks Observations Lesson plans Student work	CRCT ITBS Report Cards
Assessment Standard 3.1 Performance/Action 4 Place students who are not meeting standards in small groups for 30-50 minutes daily, according to assessment results. Extended learning sessions will be monitored for effectiveness by analyzing data on a regular basis.	None	None	Aug 2010-May 2011 Reg. Ed. Teachers, Paraprofessionals, EIP Teachers, Connection Teachers PLC, Math Coach	Benchmark Assessments Lesson Plans Student work	CRCT ITBS Report Cards
Refine the implementation of math GPS by aligning the curriculum with the adopted series through collaborative planning and focusing on numbers and operations, and measurement.	Harcourt Textbook Adoption training	None	August 2010 AP, PLC, IC, Reg. Ed Teachers	Lesson Plans Benchmark Assessments Student work Observations	CRCT ITBS Report Cards
Technology Integration: Instruction Standard 2: 2.7 Performance/Action 2 Access technology sources to engage students in interactive learning (i.e. twenty-first century carts, netbooks, promethean boards, dana carts, alpha smart,	Integrating Technology into the Classroom training	Board of Education and Title I \$15,000	Aug 2010-May 2011 AP, IC, Media Specialist, Reg. Ed Teachers, EIP Teachers, Lab Teachers	Formative Assessments Unit Tests Benchmarks AIMSweb	CRCT ITBS Report Cards

promethean slates) and to improve their achievement in the areas of problem solving, patterns, algebra, computation, and statistics.					
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Science Action Plan (NCLB Mandate)					
Annual Measurable Objective: The percentage of students who meet and exceed the standard in science will increase from 52% to 62% as measured by the state CRCT scores by Spring 2011 with a 95% participation rate.					
Intervention	Professional Learning Needed	Estimated Cost and Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
				Evidence of Monitoring	Evidence of Impact
Instructional Standard 2.2 Performance/ Action 2 Create learning environments and classroom instruction that consistently demonstrate cooperative learning and higher order thinking skills to classify, compare, and identify to ensure the achievement of all learners.	Instructional training	None	Aug 2010-May 2011 Principal, AP, PLC, Reg. Ed Teachers	Lesson Plans Observations	CRCT ITBS Report Cards
All teachers emphasize and encourage all learners to use higher-order thinking skills to compare, contrast, classify while using thinking maps and various graphic organizers. Teachers also encourage problem-solving, decision-making and mental habits of the mind (i.e. critical and creative thinking) as students engage in cooperative learning groups to conduct various science experiments and research in class. Teachers study the standards and elements to determine the higher-order thinking skills needed to understand and apply the standards, as well as develop high-level questions for assessments and performance tasks.	Instructional training (ongoing) Thinking Maps training (new teachers)	None	Aug 2010-May 2011 Principal, AP, IC, PLC, Reg. Ed Teachers	Lesson Plans Observations Work Samples Open-ended Assessments	CRCT ITBS Report Cards
Integrate science curriculum with other disciplines through various big books, guided reading books, and United Streaming website. Build on existing student knowledge in order to connect science to the real world.	Instructional training (ongoing)	Title I \$500	Aug 2010-May 2011 Principal, AP, IC, PLC, Reg. Ed Teachers	Lesson Plans Observations Work Samples	CRCT ITBS Report Cards
Instructional Standard 2: 2.2 Performance/ Action 2 Utilize a mobile science lab to give students access to science resources, which will improve students' inquiry skills. Utilize various web resources located on the GA Department of Education frameworks specific to each unit taught within each grade level.	Integrating Technology into the Classroom training	Board of Education and Title I \$2,000	Aug 2010-May 2011 PLC, Reg. Ed Teachers, Technology Specialist, Media Specialist	Lesson Plans Observations Work Samples	CRCT ITBS Report Cards
Technology Integration: Instructional Standard 2: 2.7 Performance/ Action 2	Integrating Technology into the	Board of Education and Title I	Aug 2010-May 2011 PLC, Reg. Ed Teachers,	Lesson Plans Observations Work Samples	CRCT ITBS Report Cards

Effectively use technology to research and reinforce science inquiry skills and standards, which promote engaged learning in science for all students through the use of various websites listed on Department of Education frameworks for each grade level, twenty-first century carts, netbooks, promethean boards and slates.	Classroom training	\$15,000	Technology Specialist, Media Specialist		
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Social Studies Action Plan (ESEA Mandate)					
Annual Measurable Objective: The percentage of students who meet and exceed the standard in social studies will increase from 44% to 54% as measured by the state CRCT scores by Spring 2011 with a 95% participation rate.					
Intervention	Professional Learning Needed	Estimated Cost and Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
				Evidence of Monitoring	Evidence of Impact
Instructional Standard 2.1 Performance/ Action 3 Utilize thinking maps on a weekly basis to enhance and extend understanding of concepts. Build on existing student knowledge in order to connect social studies to the real world.	Thinking Maps (redelivery)	None	September 2010 Principal, AP, IC, Reg. Ed Teachers	Lesson Plans Observations Work Samples	CRCT ITBS Report Cards
Instructional Standard 2.1 Performance/ Action 3 Incorporate reading skills in the social studies curriculum by utilizing <i>Georgia Weekly Studies</i> periodicals in classroom instruction to reinforce social studies concepts. Use books as resources to review and reemphasize standards. Book titles are listed on each grade's curriculum map.	None	Title I \$700	Aug 2010-May 2011 Reg. Ed Teachers	Lesson Plans Observations Work Samples	CRCT ITBS Report Cards
Instructional Standard 2.2 Performance/ Action 2 Integrate the social studies curriculum through various components of Balanced Literacy. For example, use focus poems pertaining to Social Studies standards and purchase and utilize the <i>Georgia Weekly Studies</i> periodicals as a shared reading activity.	None	Title I \$700	Aug 2010-May 2011 IC, PLC, Media Specialist, Reg. Ed Teachers	Lesson Plans Observations Work Samples	CRCT ITBS Report Cards
Instructional Standard 2.3 Performance/ Action 1 Develop and implement school-wide expectations in the delivery and routines of lessons.	Social Studies GPS (redelivery)	None	Aug 2010-May 2011 AP, PLC, Reg. Ed Teachers	Lesson Plans Observations	CRCT ITBS Report Cards
Community Involvement Provide an awareness of various career and civic responsibilities through "Career Day" events.	None	None	March 2011 Counselor, Reg. Ed Teachers, Community Rep.	Sign-in Log Teacher/ Student Feedback	CRCT ITBS Report Cards
Technology Integration: Instructional Standard 2: 2.7	Integrating Technology	Board of Education and	Aug 2010-May 2011 PLC, Reg. Ed	Lesson Plans Observations	CRCT ITBS

Performance/ Action 2 Utilize appropriate software, as well as appropriate sources, to improve achievement in the areas of geography and economics. Effectively use technology to provide real-world application to enhance students' skills and the application of the standards. For example, utilize websites and United Streaming videos that correlate to the unit topics/standards.	into the Classroom training	Title I \$15,000	Teachers , Technology Specialist, Media Specialist	Work Samples	Report Cards
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Attendance Action Plan (ESEA Mandate)					
Annual Measurable Objective: Decrease the percentage of pre-kindergarten through fifth grade students that are absent more than fifteen days from 4.3% in 2010 to 3.3% in 2011.					
Intervention	Professional Learning Needed	Estimated Cost and Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
				Evidence of Monitoring	Evidence of Impact
Communicate the school-wide attendance plan, policies, and procedures at the beginning of the year to stakeholders with an emphasis on tardy and absentee behavior that affects student learning and school's AYP.	None	None	Aug 2010-May 2011 Principal, AP, Counselor	Parent Sign-In Forms Monthly Newsletters	Infinite Campus Attendance Data Report AYP Report
Monitor attendance data of grade levels on monthly basis to identify at-risk students. Notify parent/guardian of student's attendance via letter, phone call, e-mail, absentee notification system, or home visits.	None	None	Aug 2010-May 2011 Principal, AP, Counselor, Social Worker	Phone Contact Log Notification Letters	Infinite Campus Attendance Data Report AYP Report
Create an incentive-based program that encourages student attendance at school everyday, such as the "Never Been Absent" (NBA) Club. Students will be acknowledged during announcements each nine weeks for perfect attendance. Students will be honored for perfect and outstanding attendance on Awards Day at the end of the year.	None	PTO \$500	Aug 2010-May 2011 Principal, AP, Counselor	Daily Attendance Report	Infinite Campus Attendance Data Report AYP Report

Special Education Action Plan (ESEA Mandate)					
Annual Measurable Objective: Increase the percentage of students with disabilities meeting or exceeding the standards from 71% to 81% in reading/English language arts and from 53% to 63% in math as measured by the state CRCT scores by Spring 2011 with a 95% participation rate.					
Intervention	Professional Learning Needed	Estimated Cost and Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
				Evidence of Monitoring	Evidence of Impact
Instructional Standard 2.3 Performance /Action 1 Utilize co-teaching, team teaching, paraprofessional support, and inclusion models to provide rigor to the instructional program.	Differentiated Instruction training (Ongoing)	None	Aug 2010-May 2011 Principal, AP, Math Coach, PLC, Reg. Ed Teachers, Sp. Ed. Teachers	Lesson Plans Resource Guides Portfolios Observations	CRCT ITBS Report Cards
Instructional Standard 2.1 Performance /Action 1 Provide effective instruction in mathematics for students with disabilities by utilizing best practices and real-world applications to approach word problems.	Math GPS (redelivery)	None	July & Aug 2010 Principal, AP, Math Consultant, Math Coach, PLC, Reg. Ed Teachers, Sp. Ed. Teachers	Lesson Plans Observations Pre/Post Mathematics Assessments Student Work	ITBS CRCT Report Cards
Instruction Standard 2: 2.3 Performance/Action 3 Use data analysis to target needed areas of improvement.	Data analysis Training	None	Aug 2010-May 2011 Principal, AP, Math Coach, PLC, Reg. Ed Teachers, Sp. Ed. Teachers	Lesson Plans Observations Benchmarks Formative Assessments Student Work	CRCT ITBS Report Cards
Technology Integration: Instructional Standard 2.7 Performance/Action 1 Effectively use technology to integrate into the classroom using netbooks, twenty-first century technology carts, promethean boards, and websites as interactive learning tools for students.	Technology training (ongoing)	Title I	Aug 2010-May 2011 Principal, AP, IC, PLC, Math Coach, Media Specialist, Technology Specialist, Reg. Ed Teachers	Lesson Plans Observations Benchmarks Formative Assessments Student Work	CRCT ITBS Report Cards

Professional Learning Plan					
The plan below should include all Professional Learning (PL) activities conducted on or off-site during the school year, regardless of funding source. PL Liaisons will submit a copy of this document along with the supporting budget and class proposals to the Department of Professional Learning to served as the Comprehensive Plan. The PL budget should address only activities funded through the Professional Learning Department budget. A copy of the PL budget and any other budgets utilized to support professional learning should be placed in the CSIP appendix.					
Funding Source	Goal to Improve Student Achievement	Description of Activity	Timeline	Means of Evaluation	
				Evidence of Monitoring	Evidence of Impact
State (PL Funds)	Math – increase the percentage of students meeting or exceeding math standards as indicated on the CRCT. Reading/ELA – increase the percentage of students meeting or exceeding reading/English language arts standards as indicated on the CRCT.	Ongoing training in Balanced Literacy in the areas of focus poetry, shared reading and anchor charts. Teachers will work collaboratively to develop standards-based lessons, common rubrics, and mini-assessments in math and reading. Participate in Professional Learning training sessions throughout the year and meet weekly to plan for instruction. The collaborative work is aligned with the school improvement goals.	August 2010-May 2011	Benchmark Assessments Universal Screening Progress Monitoring	CRCT ITBS Report Cards AYP Report
Federal	Ensure that all students attain high levels of achievement in all content areas by focusing on teaching and learning the GPS.	Implement effective lessons, participate in book study and discussions, review student work, conduct peer conferencing, and create effective assessments using data and action research	August 2010-May 2011	Grade Level Meeting Minutes Observations Lesson Planning Meetings	CRCT ITBS Report Cards
Grants	NA	NA	NA	NA	NA
Local	Writing – Increase the percentage of Grade 3 students meeting and exceeding the standards of writing from 56% to 66% and an increase in Grade 5 students from a mean scale score of 196 to the state scale score of 210.	Teachers will receive ongoing training in Balanced Literacy in the area of writer’s workshop and interactive writing and will participate in model lessons and coaching sessions on genres provided by the PLC and IC.	August 2010-May 2011	Lesson Plans Observations Student Writing samples Lesson Plans	Third & Fifth Grade Writing Tests Report Cards
Local	Ensure that teachers can effectively implement Differentiated Instruction in all content areas.	Ongoing training in the areas of effective teaching practices, differentiated instruction, higher-order thinking skills, flexible grouping, and classroom management	August 2010-May 2011	Lesson Plans Observations Benchmarks Unit Tests	CRCT ITBS Report Cards

APPENDIX

CRCT Data

<i>CRCT Scores Spring 2010</i>			
MATH	2008	2009	2010
<i>Georgia AMO</i>	59.5	59.5	67.6
<i>State Average</i>	72.1	78	80
<i>Bibb County</i>	57.4	63.2	67.6
<i>Morgan Elementary</i>	44.2	65	67.7
READING/ELA	2008	2009	2010
<i>Georgia AMO</i>	73.3	73.3	73.3
<i>State Average</i>	88.9	89.6	91
<i>Bibb County</i>	84	82.9	83.1
<i>Morgan Elementary</i>	71.8	77.1	82.3

Benchmark Data

Benchmarks 2009-2010				
Grade	Language Arts Benchmark 2	Language Arts Benchmark 3	Math Benchmark 2	Math Benchmark 3
First Grade	55.65%	59.52%	47.37%	65.81%
Second Grade	54.48%	62.70%	53.94%	58.3%
Third Grade	52.81%	60.00%	48.16%	61.64%
Fourth Grade	55.43%	59.02%	54.6%	54.71%
Fifth Grade	09-10 fifth grade data was unavailable because students had already been “promoted” within the benchmark tracking program (Think Gate) before data was accessed.			

**There was no Benchmark 1 for the 2009-2010 school year.*

AIMSweb Data

<i>Universal Screener – Reading – Curriculum Based Measurement</i>			
<i>Results are Words Read Correctly</i>			
Winter 2009-2010		Fall 2010-2011	
Grade for 2009-2010 school year	Score (WRC)	Grade for 2010-2011 school year	Score (WRC)
First	29.5	Second	33.7
Second	62.5	Third	59.2
Third	76.9	Fourth	82.9
Fourth	100.9	Fifth	104.2
Fifth	104.6	Sixth	N/A

<i>Universal Screener – Reading – MAZE</i>			
<i>Comprehension</i>			
Winter 2009-2010		Fall 2010-2011	
Grade for 2009-2010 school year	Score (Responses Correct)	Grade for 2010-2011 school year	Score (Responses Correct)
First	N/A	Second	3.3
Second	5.8	Third	6.8
Third	9.2	Fourth	9
Fourth	13.7	Fifth	12.1
Fifth	14.6	Sixth	N/A

<i>Universal Screener – Math – M-CAP Math Concepts and Applications</i>			
Winter 2009-2010		Fall 2010-2011	
Grade for 2009-2010 school year	Score (Points)	Grade for 2010-2011 school year	Score (Points)
First	N/A	Second	4.5
Second	13.1	Third	4.8
Third	6.9	Fourth	10.7
Fourth	13	Fifth	7.5
Fifth	8.3	Sixth	N/A

**M-COMP only has data for Fall 2010.*

Fifth Grade Writing Assessment Data

<i>Fifth Grade Writing Assessment Scores Spring 2010</i>	
Number of Students	74
Percent at Does Not Meet	52.7
Percent at Meets	47.3
Percent at Exceeds	0
Percent at Meets and Exceeds	47.3

School-wide Discipline Plan

Instruction must take place in a school environment conducive to learning. Effective instruction requires good classroom management. This means the absence of disturbances and distractions, which interfere with students and teachers. Our goal is to create a classroom atmosphere where all students can learn. Teachers must strive to help students develop a responsibility for their behavior and to instill in each student a willingness to conduct himself/herself according to established school rules. Society demands conformity to laws in order for people to coexist peacefully. Conformity is important in the school setting so that children can grow into productive citizens. It is important for students to be aware of what constitutes good behavior and compliance with school expectations.

Developing a positive school climate involves encouraging desired student behavior consistent with well-established and practical rules. In such an atmosphere, both teachers and students share classroom control in a joint effort to learn and grow.

Our positive personal responsibility program is complimented by Character Education. It includes modeling good behavior, building positive self-esteem, and accepting responsibility for one's own behavior. In addition, it shows the student what they have done wrong, how to make better choices, and how to assume responsibility for their own actions.

Morgan School-Wide Personal Responsibility Plan

Students are given a "line of credit" of 10 points each week or 90 points every nine weeks. Students will lose points for making bad choices and can earn points by demonstrating exemplary behavior. They must keep at least seven points each week to participate in the weekly "Preferred Activity Time" (PAT) and at least 63 points to attend the "Fabulous Friday" activities at the end of each nine-week period. If students lose more than 107 points for the year, they can not participate in Field Day or Festival.

If a student chooses not to follow the rules, then he or she will lose points. Parents will be contacted when the student loses three points. Students that have not made the right choices and have less than seven points at the end of the week will remain with the designated grade-level teacher. If a student loses 10 points in a week, the student will be referred to the office. The number of days, in addition to the loss of points, carries consequences as outlined in the Personal Responsibility Plan (PRP) form. Any adult in the school can take points or give stars. Students must wear their PRP card at all times while at school. Deliberate failure to wear the card may result in assignment to In School Suspension (ISS) for the remainder of the day.