

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

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

<p>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 Schoolwide Plan _X_ Annual Addendum ___Targeted Assistance Plan</p>	<p>Required for all Title I Bibb County School District Schools New Schoolwide 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>

Table of Contents

Section	Page #
Statement of Quality Assurance	3
Integration of AdvancEd (SACS CASI) and Georgia DOE School Standards	4
Steering Committee Members and Signatures	5
Developing a Comprehensive Needs Assessment	6
Mission and Vision	7
Leadership and Governance	9
Scientifically Based Research	10
School Culture/Climate	11
Teacher Involvement in Decisions Regarding the Use of Academic Assessments	12
Stakeholder Communication	13
Instruction by Highly Qualified Teachers	14
Focusing Daily Lessons and Differentiating Instruction to Meet Student Needs	16
Providing Students with Effective, Timely Additional Assistance to Meet Student Needs	17
Plans for Assisting Students during Transitions	18
Support Services for Student Learning	19
Strategies to Increase Parental Involvement	20
Coordination and Integration of Federal, State, and Local Services and Programs	21
Reading/ELA Action Plan	22
Math Action Plan	23
Science Action Plan	24
Social Studies Action Plan	25
Attendance Action Plan	26
Graduation Action Plan (High Schools Only)	27
Special Education Action Plan	28
Professional Learning Action Plan	29

Statement of Quality Assurance

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

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

Establishing a CSIP Facilitator, Steering Committee, and Subcommittees

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

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

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

	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
CSIP Facilitator	Terri Walker	
School Administrator	Terri Walker	
School Counselor	Dr. Thomas Smith	
Special Education Representative	Kacie Carpenter	
Parent/Community Representative	Tamika Thompson	
Leadership Chair	Patricia Kelly	
Data Team Representative	Betty Anderson	
Research Chair	Letasha Pope	
Media Specialist	Lee MacWilliams	
Professional Learning Liaison	Leticia Dinkins	
Classroom Teacher	Priscilla McCutcheon	
Writing and Editing Chair	Rachel Veal	
Family Engagement Facilitator	Florence Herring	
Other		

CSIP Steering Committee Members

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

Developing a Comprehensive Needs Assessment (ESEA Mandate)

School Profile: Burghard Elementary is a Pre-K through 5th primary school located in Bibb County, Macon, GA school district. The school currently has a total of 367 students with 57% male and 43% female. The school employs a total of 29 teachers - 20 classroom teachers and 9 support teachers- which creates a teacher/student ratio of 1:18. The ethnicity breakdown of our student population includes: 96% Black, 1% White, 1 % Hispanic, and 2% Multi-racial. Of those students, approximately 98% are considered economically disadvantaged.

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

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

During the summer of 2010, the CSIP steering committee convened to discuss and develop the comprehensive needs assessment. The CSIP committee consisted of the school’s administrator, Performance Learning Coach, Instructional Coach, Home/School Facilitator, Media Specialist, grade level representatives, PEC representative, and a community representative/parent.

At the beginning of each school year, Burghard holds an Open House encouraging parental involvement throughout the year. At the Open House, an overview of the Title I school plan, as revised based on the most recent student assessment data, is presented for discussion and approval by the stakeholders. During this session, parents sign up for parent conferences. When conferences are held, parents are provided a copy of their children’s statewide assessment score report and a discussion is held explaining the outcomes and suggested student learning plan.

Burghard participates in an on-going school improvement process. This process provides the structure through which all school staff, students, parents, and individual representatives of the community are encouraged to assist in the planning and decision-making process that guides site-based school improvement efforts. Improvement committees, representative of all stakeholders, meet regularly throughout the school year. Some examples of these improvement efforts include Math and Science Family Night, Family Literacy Night, PTA, and other assemblies/family nights. The continuous process of improvement (1) articulates the direction and purpose the school is pursuing in the future (vision); (2) provides a rich description of current conditions with a focus on student learning (profile); (3) identifies what actions school personnel will take to improve student learning (plan); and (4) documents what has been accomplished and utilizes those results to inform what happens next (results). The work reports of these committees are available and utilized by the Bibb County School District annually in its development of the revised school improvement plan. Burghard’s Title I School wide and School Improvement Plans are posted at the school and available to stakeholders in electronic form. Written copies of the plans are available at the school and in the Title I Office.

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

The Title I School-wide Planning Team examined school, system and state level data to determine the strengths and weaknesses of grade levels by subject area and the school in general. During the spring of 2010, Burghard’s leadership team analyzed 2010 testing data and formative and summative assessments administered throughout the school year to identify specific needs for the school in order to outline a preliminary plan to address those needs.

A review of the data from the CRCT administration revealed that 62.9% of the students taking the CRCT in Reading/English Language Arts met or exceeded the standards in 2010. This number represents a decrease of 13.8% from the previous year in which 76.7% of the students met or exceeded the standards. Demographic comparisons show that _____ (Asian), 63% (Black), _____ (White), 32.6% (Students w/ Disabilities /SWD) and 62.8% (Economically disadvantaged /ED) students met or exceeded the standard in 2010.

In the area of Mathematics, a review of the data revealed that 54.9% of the students taking the CRCT in Math met or exceeded the standard in 2010. This number represents a slight increase of 4.2% from the previous year in which 50.7% of the students met or exceeded the standard in 2009. Demographic comparisons show that _____ (Asian), 55.4% (Black), _____ (White), 21.7% (Students w/ Disabilities /SWD) and 54.7% (Economically disadvantaged /ED) students met or exceeded the standard in 2010.

In the areas of Reading and math an emphasis will be placed on providing prescriptive interventions for students performing below and significantly below grade level. These students will be identified using a variety of assessment tools including DRA, AIMSweb universal screener, and system-wide benchmark assessments. Additional intervention strategies will be provided on a regular basis for these identified students. All students will receive a minimum of 90 minutes of reading and mathematics instruction daily. Instructional strategies will be utilized in both, whole group and in small group settings, with emphasis on providing differentiated instructional opportunities.

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

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

The subgroups for which CRCT assessments results were analyzed were Black, Students w/ Disabilities /SWD and Economically Disadvantaged /ED students. However, data is also disaggregated using DRA, AIMSweb Universal Screener, and system-wide benchmark assessments for all student populations: Black, White, Hispanic, Asian, Students with Disabilities, and Economically Disadvantaged.

*All needs assessments are required to include stakeholder 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 Especially Burghard</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 a high quality education by meeting individual needs and encouraging self-discipline, responsibility, high self esteem and mutual respect between students, parents, and staff through a character education curriculum.</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.

One of Burghard's strengths is its highly qualified and dedicated staff. Teachers take part in on-going professional learning in order to provide student focused instruction. This professional learning is enhanced by the support offered by Burghard's Performance Learning Coach and Instructional Coach. Together, these two educators model Best Practices instructional strategies and provide support to classroom teachers. Through this support system, teachers are encouraged to use available data to differentiate instruction, increase rigor, and make student – focused instructional decisions.

In addition to professional learning support, a master schedule was developed to provide collaborative grade level planning time at least 3 times a week. This offers teachers the opportunity to reflect upon current classroom instruction and determine what adjustments need to be made to increase student achievement. Collaborative planning time is also used to identify trends within the learning community that are enhancing or interfering with student achievement. Information from these meetings is then brought to the Better Seeking Team meetings and looked at from the school-wide perspective to determine how grade level concerns could be having a school-wide impact.

What evidence do you have to support this perception?

The evidence is based on the CRCT and AYP results, AIMSWeb universal screening, benchmark assessments, report card grades/ class work assignments, lesson plans and focus walks.

Describe the school's opportunities for improvement.

Burghard's students' academic performance on the CRCT in Mathematics, Reading, and ELA is representative of areas of need. The scores of the students in all grade levels were consistently lower than the district's average. This data supports the need for reform strategies that specifically target the needs of these students and improve student achievement for all students.

As a result of teacher collaboration meetings and collaborative planning meetings with the school leadership team (Better Seeking Team), Burghard's areas of need were determined. Consequently, the root causes that were discovered for Burghard's areas of need to increase the number of students who meet or exceed the standard in math, reading, and ELA were the following:

- Teachers lack training in differentiated instruction to meet the needs of students with a wide range of learning styles.
- Teachers need more professional development in research-based math instructional strategies
- Teachers need a structured Reading / Language Arts program to support both remediation and enrichment needs

Additionally, parent surveys revealed that Burghard School communicates effectively with its stakeholders. Parents find Burghard's Staff to be accessible to address students' progress, and that they are overall satisfied with the education their child is receiving.

The Burghard Staff has established the following goals to address needs:

- Increase student performance on the CRCT in Mathematics for all students from 54.9% meeting or exceeding to 75.7%.
- Increase student performance on the CRCT in Reading/English Language Arts among all students from 63% meeting or exceeding to 80%.
- Increase the number of teachers implementing Differentiated Instructional Strategies, including the use of Guided Reading instruction.
- Provide professional learning opportunities in research-based reading and mathematics instructional strategies for teachers.
- Increase opportunities for parental involvement

What evidence do you have to support this perception?

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

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

Teachers meet as grade levels on a weekly basis to discuss instructional and climate issues that impact student learning. The Better Seeking Team (grade level leaders and department representatives) meets to discuss and address school wide, grade level, and departmental concerns to determine a course of action to increase student achievement.

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

Instructional decisions made at Burghard Elementary are based upon system initiatives, student achievement data, and staff strengths and weaknesses. An instructional calendar is developed to insure maximization of instructional time and resources.

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).

Communication between Burghard Elementary and departments at the central office is vital to the overall success of both Burghard Elementary and the system as a whole. Instructional effectiveness is directly impacted by decisions made at the system level. Therefore, open communication between the school and central office is a necessity. You can not separate non-instructional services from the overall impact on student achievement. The exchange of information insures that student needs are met at the school level. Information exchanges take place through e-mail, phone conversations, and scheduled conferences to discuss plans and provide information on school and system level needs.

School Culture/Climate

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

The master schedule is designed to reflect Burghard’s belief that instructional time must be protected. Therefore, teachers are scheduled at least three (3) days of common planning time while students attend specialty classes. The Performance Learning Coach and Instructional Coach provide job-embedded professional learning to decrease the amount of time that teachers are away from the building attending professional learning opportunities. The ability to provide support in-house also ensures that the professional development is relevant to our teachers and students. The coaches, along with administration, use focus walks to monitor the implementation of instructional strategies and to ensure that instructional time is being utilized properly to increase student achievement. In addition, the following academic activities/organizations are provided to assist in accelerating student performance: Spelling Bee, Accelerated Reader, Beta Club, Student Council, Math 24 Team, Math Team, and Quiz Bowl.

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

A team of teachers reviewed the current discipline plan to determine effectiveness and identify possible areas of concern. The need for consistent implementation practices and common documentation were identified as areas in need of improvement. A lack of documentation often hindered the consistent application of school and system consequences for on-going behavior issues. Individual student and classroom discipline logs were developed for use along with the discipline card system that was already in place to provide a more consistent form of documentation. Students are also offered incentives for meeting or exceeding behavior expectations. Programs such as “Student of the Month” and “Good Behavior Celebrations” help to foster an atmosphere which is conducive for learning. Other opportunities, “Bear Bucks Store” and Award’s Celebrations allow students to be celebrated and rewarded based on their individual academic and behavioral achievements.

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

The social and emotional growth of students is supported through positive incentives linked to the school – wide discipline plan as well as through services provided by the school counselor. All students participates in classroom guidance lessons through which the school counselor implements portions of the Character Education program and provides timely information on topics that impact the lives of our students. The school counselor also provides small group and individual support for struggling students. These students are referred for extra support through the guidance and counseling referral system.

In addition, students also have the opportunity to participate in the following activities/organizations to support their social and emotional growth: Boys & Girls Club, Family Movie/Game Nights, School Dances, Field Day, and Fall/Spring Festivals.

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

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

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

Formative Assessments are used by teachers to determine those students who are meeting the standards and those who are not. Small group instruction, remediation, and enrichment activities are planned weekly in reading and math so that students are receiving the level of instruction needed to be successful. Teachers meet on grade level to ensure that standards-based instruction and formative assessments are aligned with the GPS and Curriculum/Pacing Guides.

Teachers use data from the Criterion Referenced Competency Test (CRCT) to develop yearly instructional focus calendars in the areas of reading and math. Students are assigned weekly math and reading focuses and provided opportunities to receive remediation, on level, or accelerated instruction in those areas. Furthermore, students are assessed in these areas to verify mastery. Both, teachers and students monitor and track progress of weekly assessments.

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

Burghard Elementary teachers are involved in disaggregating and analyzing data on state standardized assessments. Data is collected and analyzed during faculty meetings, common planning time and grade level meetings throughout the school year. Furthermore, professional development days have been set aside for teachers at each grade level to disaggregate CRCT, AIMSweb, and Thinkgate data. As a result of disaggregating and analyzing data, the teachers discuss strategies to meet the individual academic needs of their students. They develop aligned assessments and utilize rubrics to monitor students' academic progress and mastery of Georgia Performance Standards.

Teachers are involved in analyzing data from the following assessments which drive their instruction:

- Criterion Referenced Competency Tests (grades 1 – 5)
- Diagnostic Reading Assessments (DRAs)
- AIMSweb Universal Screener
- GKIDS
- Georgia Alternative Assessments
- Thinkgate Benchmark Assessments: Reading, ELA, Math, and Writing
- 8 Step Process: Instructional Focus
- Classroom Assessments

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.

Burghard School’s teachers and administrators are able to interpret and effectively articulate assessment results to parents and other stakeholders. Teachers communicate the interpretations of assessment results in parent-teacher conferences, IEP meetings, RTI meetings, test talks with parents and students, and parent informational meetings. Additionally, teachers provide parents with individual copies of their child’s state standardized assessment results. Burghard Elementary School disseminates midterm progress reports and final grade reports at the end of each nine weeks. These reports contain keys for parents to reference when interpreting behavior and academic performance. Burghard has a link on the school’s web page to our state report displayed on the Georgia Department of Education site.

2. Provisions for Public Reporting of Disaggregated Data

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

The Georgia Department of Education collects and disaggregates state, district and school-level data and publishes this data in the form of Annual Yearly Progress (AYP) reports and school report cards. The Bibb County School District also collects and disaggregates data and publishes it on the system’s Balanced Score Card. In the same way, data collection and disaggregation of student data is an on-going process at Burghard School. Georgia CRCT, Iowa Test of Basic Skills (ITBS), DRA, benchmark and universal screening data are compiled each year on an annual (Georgia CRCT, ITBS) and quarterly (benchmark and universal screening) basis. This data is posted in the school or may be obtained by request from the school administration. The data is further disaggregated in Better Seeking Team meetings, School Improvement team meetings, and grade level meetings. Student test data is utilized to evaluate current practices and programs throughout the school year.

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

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

Disaggregated data are available in the school’s data room for viewing by parents, central office staff and community members. Stakeholders are also informed through the public reporting of data through the district office, the Georgia Department of Education website and the school’s website, newsletter and PTA. Parents and stakeholders will have further access to current data via PowerPoint presentation presented during Open House.

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

Instruction by Highly Qualified Teachers (ESEA Mandate)

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

The qualifications of all prospective employees are closely reviewed by the Human Resources Department to ensure that all state and federal requirements for Highly Qualified personnel are met before a recommendation for employment is made to the LEA (Local Education Agency). All current instructional employees are highly qualified. In addition to steps taken by the school district, Burghard ensures that instructors are “Highly Qualified” through the completion of Individual Learning Plans (ILPs) and certification through the Georgia Professional Standards Commission (GPSC).

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

Burghard School is fortunate to have a highly qualified workforce. Burghard sends a team of teachers annually to present at the Middle Georgia RESA Teacher Recruitment Fair. A video presentation is used to highlight Burghard’s accomplishments and brochures detailing the school are available for distribution.

Highly qualified teachers and paraprofessionals utilize research-based instructional strategies to promote student achievement. Burghard School will continue to engage its staff in research-based professional learning opportunities to strengthen teachers’ skill and enhance their abilities to educate all children. Data obtained from class assessments, benchmark assessments, and standardized testing will assist teachers in targeting their students’ individual needs. Additionally, this approach will help teachers with planning strategic lessons and making adjustments in their instructional delivery, so that students demonstrate proficiency on State standardized assessments.

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

- Professional learning opportunities based on proven scientific research will be provided throughout the school year to increase the level of proficiency in the area of reading and math instruction.
- Teachers will use the 8-Step Process to disaggregate data and identify instructional strengths/weaknesses and be able to collaboratively plan authentic lessons to improve student achievement in reading and math.
- The Performance Learning Coach (PLC) will model best practices in classrooms to assist teachers in further developing their teaching craft in the content areas of math, Science and Social Studies. The PLC will also organize and facilitate professional learning opportunities that are aligned with the school’s Needs Assessment.
- The Instructional Coach will plan and model best practices, and facilitate internal labs for job embedded professional learning at the school level.

The following strategies are used to attract and retain highly qualified teachers:

- Welcome Gift and Principal Meet and Greet Activity
- Teacher Support Specialist (TSSs) - School based Mentor Assignments
- *Invitational Leadership* Initiatives
- Common grade level planning time and vertical team meetings

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 administrator will ensure the use of a standards-based curriculum delivery throughout the school by conducting “focus walks” using a standards-based observation continuum. The administrator will also review lesson plans submitted by teachers to make certain that teachers are using a standards-based format and effectively implementing standards-based instruction. The teachers will participate in ongoing professional development sessions in order to increase their knowledge base on standards-based curriculum delivery. Their lesson plans will reflect differentiated instruction and other standards-based practices. Teachers will analyze data throughout the year as a driving force behind their instruction. The Performance Learning Coach and the Instructional Coach will develop a model standards-based classroom in the school. This classroom will serve as a training arena in which both, teachers and students will be able to experience instruction within a standards-based setting.

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

The administrator, Instructional and Performance Learning Coaches will assist in providing ongoing professional development sessions focusing on the delivery of standards-based instruction. A monthly focus plan will be developed to monitor this process. The teachers will provide input to assist in the creation of a monitoring continuum. Implementation of research-based instruction will occur as a result of professional development and data analysis.

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

At risk students are identified using various assessment tools and progress monitoring. The data collected will assist teachers in determining if RTI support is needed to address students with academic barriers. If RTI support is needed, teachers will provide intervention strategies and monitor student progress. Teachers will review cumulative records to identify students currently supported through the RTI process. Follow – up meetings will be held during the month of September to update active plans.

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

Teachers will use the 8-Step Process, differentiated instruction, and other instructional best practices to customize their lessons. Teachers will also meet collaboratively to plan and develop instruction based on data collected. Extended release time will be provided for teachers to delve deeper into data collected through universal screening and benchmark testing. This time will also be utilized to develop detailed plans for using intervention materials to meet the needs of students performing below grade level.

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.

Data is collected and analyzed to identify students that met expectations. Teachers will implement differentiated instruction and utilize the Enrichment component of the 8-Step Process. Teachers will also develop plans to accelerate instruction for students demonstrating advanced skills.

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?

As teachers analyze the results of standardized assessments, they will identify high achieving students as well as those working on or below grade level. Flexible grouping techniques will be utilized to ensure that students are being provided with rigorous classroom instruction. The master schedule will include blocks of instructional time specifically designed to allow teachers to provide differentiated instruction at a level that will be challenging to high achieving students. These students will also be provided opportunities to exercise their academic strengths by participating in system competitions, such as Academic Team, Math Team, Technology Fair, Science Fair, Math 24, and Young Georgia Authors.

All students are monitored for possible placement in the REACH program through the use of TABS in January and February each year. The teacher observations recorded on TABS along with review of ITBS and CRCT scores allow us to identify students that would benefit from the program.

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.

Burghard School identifies students who experience difficulty mastering proficient or advanced levels of academic achievement on State standards in the following ways:

- Assessment Results (formative and summative)
- Benchmark Assessments
- 8 Step Process (daily instructional focus lessons followed by weekly mini assessments)
- Weekly grades/assessments
- Midterm Progress Reports
- Report Card Grades
- At Risk Retention Reports
- Teacher Collaboration Meeting
- SuccessMaker Data Reports
- AIMSWeb Universal Screener reports

The data from the assessments and reports listed above are used to identify students who are experiencing difficulty in meeting the standards that will be assessed on the Criterion Referenced Competency Test (CRCT).

The RTI process, through the Pyramid of Interventions, is used to assist students who are not meeting standards and/or have deficiencies in reading and math. Through this process, interventions are tailored to meet the individual needs of students who are experiencing difficulty and are at risk of not meeting state standards.

Burghard Elementary will address the needs of students who experience difficulty in a timely manner through implementing the following activities:

- 8-Step Process
- Small Group Instruction
- Differentiated Instruction
- My Skills Tutor Lab
- Flexible Grouping
- SuccessMaker Lab

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

Through a process of testing, diagnosis, prescription and assessment, teachers identify which students are in need of assistance and the appropriate strategies for intervention. Teachers use benchmark assessments to assess students for academic difficulties. In the same way, teachers also use research-based strategies such as differentiated instruction, flexible grouping, the 8-Step process and Response to Intervention (RTI) to identify problems early and develop appropriate intervention plans. Because of its standards-based approach, all students are placed in the (RTI) process at the appropriate tier.

Universal Screeners and benchmark testing are administered three times a year for general school population students (Tier 1). Percentiles for each tier are determined by the benchmark testing results. Monitoring occurs throughout the year. Support staff and special education teachers will provide specialized interventions to students considered most at-risk for academic failure. Flexible grouping is used to provide students with additional instruction when necessary. Strategies and processes used to assist students with academic difficulties are monitored through weekly teacher meetings, weekly grade level meetings, progress monitoring, informal and formal teacher observations, focus walks, parent volunteer logs and parent conferences.

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

Burghard School recognizes that on-going professional development is imperative for teachers to be equipped with the knowledge and skills necessary to reach students with varied learning abilities. The professional learning program at Burghard is designed to build capacity in our teachers to implement research-based best practices in their standards based classrooms to improve the achievement of all students, with emphasis on those most at-risk. The following professional learning opportunities will be conducted during the school year to achieve this goal:

- Differentiated Instruction
- RTI Training
- Book Studies
- Closing the Achievement Gap
- Balanced Literacy
- Data Analysis
- Math Exemplar Training

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

Burghard School will address the needs of students who experience difficulty in a timely manner through implementing the following activities in addition to regular classroom instruction:

- EIP: Augmented Model, Pull – Out Model, or Reduced Class Model
- 8-Step Process
- Success Maker Lab
- My Skills Tutor Lab / Math Facts Fluency
- Bear Bucks Store (Positive Behavior Incentive)
- Starbase Robins

Plans for Assisting Children during Transitions (ESEA Mandate)

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

Burghard School is aware that transitioning from pre-school to elementary and elementary to middle school may be challenging for rising kindergarten and fifth grade students and their parents. In an effort to promote a smooth transition, the following activities are implemented:

- Burghard School invites neighboring day care centers to bring their rising kindergarten students to the school. They tour the building and visit kindergarten classrooms.
- Burghard teachers, counselors, and school administration meet with kindergarten parents to discuss upcoming expectations, curriculum, routines, etc.
- Burghard’s fifth grade students participate in a Smooth Move field trip to Bloomfield Middle School.

Support Services for Student Learning

To be completed by the counselor(s):

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

The counseling department provides a comprehensive approach to counseling which includes: large group guidance, small group counseling, and individual counseling. The counselor also provides an open-door approach for students to meet one-on-one.

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 complies with district requests to serve on committees, and attend workshops and conferences that allow for a range of program improvements to better serve the students. The counselor also complies with the district’s plan to provide guidance services to students. The school counselor meets regularly with system level support personnel to address concerns related to student attendance issues, excessive absences and/or tardiness, ongoing behavior issues, as well as other concerns identified by the teachers.

Strategies to Increase Parental Involvement (ESEA Mandate)

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

Research indicates that when parents receive frequent and useful communication from the school, their involvement and support increases, their overall assessment of educators improves, and their attitudes toward the school are more positive. Research further validates that parent involvement and support is essential to a student's success. Burghard School will actively engage and involve parents in its commitment to increase student achievement in reading and math. We will continue to conduct parent informational meetings. Additionally, we will host curriculum- based parent workshops and provide parents with materials aligned the Georgia Performance Math /Reading/ELA Standards.

- Parent resources offered:
 - Parent Resource Center
 - Family Engagement Facilitator
 - Parent On-site Resource Room
 - School website
 - Parent Informational Workshops/Meetings
 - ConnectEd
 - Parent Portal
 - PTA
 - Boys and Girls Club

- Provide parents reasonable access to staff.

Teachers will be available before and after school, and during planning times throughout the school year. Teachers may be reached by phone, email or written communication.

- Use of Student Agendas
- Weekly Signed Papers
- Office Marquee
- Provide parents opportunities to volunteer and participate in their child's class and observe classroom activities.
- Provide each parent timely notice when his/her child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulation (67 Fed. Reg. 71710, December 2, 2002).
- Provide parents an opportunity to participate annually in an interest based needs/skills survey.

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

Burghard School will specifically involve parents in the following manner with the assistance of the Family Engagement Facilitator as indicated in the School Parent Involvement Compact:

- Hold parent-teacher conferences during which the parent involvement compact will be discussed as it relates to individual student achievement.
- Provide parents with frequent reports on their child’s progress.
- Parents will have access to the Parent Portal (web-based grade monitoring system). Parents will be able to monitor on a daily basis their child’s schedule, attendance records, behavior and academic progress.
- Weekly signed papers and mid-term progress reports are sent home.
- Regular communication will continue through written notes, email, and phone calls.

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

Interested parents were invited to participate in a review of the current Title I plan. They also participated in a discussion of revisions and modifications being made to the plan to reflect current data and instructional practices.

- Parent Advisory Committee
- School Council

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

In addition to the services and programs listed above, we have established a Parent Compact which explains how Burghard School supports the important role of parents in the education of their children. Our Title I Parent Compact was developed with the input and support of parents and explains parents’ rights and responsibilities, what the school staff will do to support parent involvement, how the school staff will communicate with parents and what the school and parents are each supposed to do to help students achieve.

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

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

Funding Sources	Targeted Audience	State connection to SI plan by providing 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		Federal funds will be used to provide additional staff in order to decrease class size in Second grade. Additional staff will also provide instructional support for fourth and fifth graders in the area of mathematics and reading. Support personnel will be funded to provide instructional support for reading and mathematics through the use of instructional technology located in the Success Maker and My Skills Tutor computer labs. An after school tutorial program will be funded to support students who are struggling or performing below grade level in the areas of Reading/ELA and/or Mathematics. Instructional materials to support the after school tutorial program will also be purchased with Title I funds. Substitutes will be funded to provide extended release time for teachers to analyze data and develop intervention/acceleration plans for students based on the results of system and state assessment results. Monies will be allocated to provide parental involvement opportunities to meet the needs of parents in our school community. This will include parent seminars, parent meetings, and the purchase of materials that parents can use to assist their students with school work.
State Funds		State funds will be utilized to purchase instructional materials and basic office supplies to support classroom instruction.
School Improvement Grant (Needs Improvement Title I Schools Only)		N/A
SIG (other than Title I)		N/A
Local Professional Learning Funds		Professional Learning funds will be designated to support building the instructional capacity of teachers and paraprofessionals.
Grants (list)		
PTSA/PTA/ PTO		Funds generated through PTA will be used to provide support for instructional programs as well as the guidance/discipline programs which go hand in hand to increase student achievement.
Partners in Education		
Other (list)		