I. Principal’s Message

August 31, 2015

Dear Friends:

I would like to inform you that our school is engaging in an ambitious school improvement planning process during this year which will focus on:

**Vision:** From school to the world: **All** students prepared for productive futures

**Mission:** To ignite a passion for learning and teaching at high levels

In many ways, our School Accountability Plan will serve as our road map for continued success. Our plan, which is supported by research-based strategies, will focus on the continuous growth of student achievement, ensuring a safe, secure, and disciplined learning environment, and demonstrating that parents, business, and community members are actively engaged in the educational process. Because we value your input and support, you are invited to join us as we work to make Gadsden Elementary School better.

Sincerely,

Dr. Deborah R. Jones, *Principal*
Robert W. Gadsden Elementary School
II. Development Plan and Communication Process

Various stakeholders are involved in the school improvement process to ensure that the needs of all students are addressed. The chart below illustrates the diverse group involved with the development of this plan. The plan is reviewed annually and communicated using a variety of formats such as, school website, parent meetings, school newsletters, staff meetings, etc. A comprehensive needs assessment is conducted annually and used to develop the *School Data Profile Narrative*, which helps paint a total picture of the school’s progress and tells “the story behind the numbers.”

<table>
<thead>
<tr>
<th>Individual/Groups</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Deborah R. Jones</td>
<td>Principal</td>
</tr>
<tr>
<td>Gary R. Osuch</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Samantha Williams</td>
<td>Teacher – Grade 5</td>
</tr>
<tr>
<td>Indira Charles</td>
<td>Teacher – Grade 4</td>
</tr>
<tr>
<td>Susan Gebhart</td>
<td>Teacher – Grade 3</td>
</tr>
<tr>
<td>Julia Taylor</td>
<td>Teacher – Grade 2</td>
</tr>
<tr>
<td>Jennifer Knight</td>
<td>Teacher – Grade 1</td>
</tr>
<tr>
<td>Anita Taylor</td>
<td>Teacher – Grade K</td>
</tr>
<tr>
<td>Kim Bell</td>
<td>Teacher – Title I Reading &amp; Math</td>
</tr>
<tr>
<td>Wanda Holman</td>
<td>Media Specialist</td>
</tr>
<tr>
<td>Inez Eady</td>
<td>Parent Facilitator</td>
</tr>
<tr>
<td>Yelena Hunt</td>
<td>Parent</td>
</tr>
<tr>
<td>Helene Byrd</td>
<td>Parent</td>
</tr>
<tr>
<td>Dorothy Nisbet</td>
<td>Business Partner-Vista Volunteers</td>
</tr>
</tbody>
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### III. Needs Assessment Data Sources

<table>
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<tr>
<th>Continuous Growth of Student Academic Achievement</th>
<th>Safe, Secure &amp; Disciplined Learning Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Demographics (gender, race, poverty rate, etc.)</td>
<td>Incidents of Physical Violence</td>
</tr>
<tr>
<td>SWD Data</td>
<td>Incidents of Possession of Firearms in School</td>
</tr>
<tr>
<td>SRI Data</td>
<td>Incidents of Possession of Weapons Other than Firearms in School</td>
</tr>
<tr>
<td>MAP Data</td>
<td>Incidents of Possession of Drugs/Alcohol on Campus</td>
</tr>
<tr>
<td>mCLASS</td>
<td>Hearing Office Data</td>
</tr>
<tr>
<td>DIBELS Data</td>
<td>Incidents of Out-of-School Suspensions</td>
</tr>
<tr>
<td>GKAP-R</td>
<td>Incidents of In-School Suspensions</td>
</tr>
<tr>
<td>GHSWT – First Time Pass Rate</td>
<td>Incidents of Expulsions</td>
</tr>
<tr>
<td>EOCT Data (3-years)</td>
<td>Incidents of permanent Expulsion</td>
</tr>
<tr>
<td>Gifted Programs Data</td>
<td>Other</td>
</tr>
<tr>
<td>SAT Participation and Results</td>
<td>Parent Involvement Data</td>
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<tr>
<td>ACT Participation and Results</td>
<td>21st Century Program Data</td>
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<td>PSAT Participation and Results</td>
<td>PowerSchool Database Data</td>
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<td>IB Programs Data</td>
<td>Accountability and Assessment website</td>
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<tr>
<td>Post Secondary Enrollment Report</td>
<td>Grade Distribution Report</td>
</tr>
<tr>
<td>Dual Enrollment Class Results and Enrollment</td>
<td></td>
</tr>
<tr>
<td>Promotion/Retention Data</td>
<td></td>
</tr>
<tr>
<td>Governor’s Honors Program</td>
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<tr>
<td>Attendance Data for Students and Staff</td>
<td></td>
</tr>
<tr>
<td>Dropout Rate (3-Years)</td>
<td></td>
</tr>
<tr>
<td>Cohort Graduation Rate (3-Years)</td>
<td></td>
</tr>
</tbody>
</table>
Focusing Area (#1): Continuous Growth of Student Academic Achievement

Based on the data from the comprehensive needs assessment, we prioritized the areas of focus and formulated the corresponding Tier 2 indicators/goals and developed strategies with an emphasis on academic achievement. These goals are directly aligned to the District Accountability System (DAS).

**GOAL 1.** MATH: The percentage of Kindergarten students meeting benchmark on the mClass Math (Number Identification) will increase from 21% on the Spring 2015 assessment to 60% on the Spring 2016 assessment.

According to data from the Spring, mClass Math assessment only 21% of Kindergarten students were proficient in the skill of number identification. Teachers indicate that, while students seem to recognize the numbers (1 – 10), they do not possess the rapid recall required to perform the task on the assessment.

**GOAL 2.** MATH: The percentage of 5th grade students scoring at or above the proficient level on the NWEA –MAP assessment will increase from 71% on the Spring 2015 assessment to 76% on the Spring 2016 assessment.

According to data from the Spring, 2015 NWEA-MAP assessment 71% of 5th grade students scored 217 or higher in mathematics. In examining the scores in relation to the content weights for the test it was determined that, in order to achieve this goal, it will be necessary for gains to be made in all domains and, in particular, “Data and Measurement”.

**GOAL 3.** READING: The percentage of 1st grade students meeting benchmark on the DIBELS reading assessment will increase from 42% on the Spring 2015 assessment to 60% on the Spring 2016 assessment.

**RATIONALE:** According to data from the Spring 2015 DIBELS assessment only 42% of the 1st grade students met or exceeded the benchmark for reading. Our data review suggests that there is an inconsistency in the test administration. While 2 classes showed gains, three classes registered declines. Training will be provided at the beginning of the year to address this concern.

**GOAL 4.** READING: 80% of all Gr. 3 students will score 545 or higher as measured by the Spring 2016 Scholastic Reading Inventory.

**RATIONALE:** In the Fall of 2014 86% of Grade 3 students scored in the “Below Basic” range. This year’s benchmark will be raised. Strategies will be implemented that expose students to the skills necessary to complete the SRI.
**Focus Area (#2): Safe, Secure, and Disciplined Learning Environment**

<table>
<thead>
<tr>
<th>GOAL 1.</th>
<th>GOAL: To decrease the incidents of office referrals by 5% from 32 in 2014-15 to 30 in 2015-16.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>RATIONALE:</strong> Student discipline and a positive learning environment promote higher student achievement.</td>
</tr>
</tbody>
</table>

**Focus Area (#3): Community Engagement**

<table>
<thead>
<tr>
<th>GOAL 1.</th>
<th>GOAL: To encourage parent/community participation in school sponsored instructionally focused activities, Gadsden will institute grade level academies. Each grade will sponsor two academies specific for their grade level, one in reading and one in math.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>RATIONALE:</strong> To enable parents/community to partner with the school to promote student success.</td>
</tr>
</tbody>
</table>

**Focus Area (#4): Fiscal Responsibility**

<table>
<thead>
<tr>
<th>GOAL 1.</th>
<th>GOAL: To operate within budget, Gadsden will manage expenditures within appropriate units as reflected on monthly budget reports.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>RATIONALE:</strong> Operating within the budget will show costs are analyzed and expenditures are necessary to support the effective operation of the school.</td>
</tr>
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<td>40</td>
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<td>6</td>
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<td>15</td>
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<td>49</td>
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<td>16</td>
<td>Plan used Community Input</td>
<td>50</td>
</tr>
<tr>
<td>17</td>
<td>Plan Available to LEA and Community</td>
<td>50</td>
</tr>
<tr>
<td>18</td>
<td>Plan Translated where Feasible</td>
<td>50</td>
</tr>
<tr>
<td>19</td>
<td>Plan is Subject to School Improvement</td>
<td>50</td>
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<td>20</td>
<td>Comments</td>
<td></td>
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</tbody>
</table>
V. TITLE I SCHOOLWIDE PLAN COMPONENTS
Title I Schoolwide/School Improvement Plan

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE

<table>
<thead>
<tr>
<th>School Name: Robert W. Gadsden Elementary School</th>
<th>District Name: Chatham County</th>
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</thead>
<tbody>
<tr>
<td>Principal Name: Dr. Deborah R. Jones</td>
<td>School Year: 2015-2016</td>
</tr>
<tr>
<td>School Mailing Address: 919 May Street; Savannah, GA 31415</td>
<td></td>
</tr>
<tr>
<td>Telephone: (912) 395-5940</td>
<td></td>
</tr>
</tbody>
</table>

ESEA WAIVER ACCOUNTABILITY STATUS
(Check all boxes that apply and provide additional information if requested.)

- [ ] Priority School
- [ ] Priority School
- [ ] Title I Alert School
- [ ] Not Applicable

Principal’s Signature: ____________________________________________________________________________________________________________________________
Date: __________

Title I Program Manager’s Signature: ________________________________________________________________________________________________________
Date: __________

Revision Date: 8/25/2015

SWP Template Instructions

- All components of a Title I Schoolwide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists, all components/elements marked as “Not Met” need additional development.

- Please add your planning committee members on the next page.

- The first ten components in the template are required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).

- Please submit your School Improvement Plan as an addendum after the header page in this document.
1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).

**Data Sources Reviewed:**
- PowerSchool Data (Attendance, Discipline, Grades)
- DIBELS, SRI and MAP assessment scores
- GKIDS and CRCT scores
- 5th Grade Writing Assessment
- Climate surveys (Parent, Student, Staff)
- School Accountability Plan
- State Report Card
- State Longitudinal Data System

Robert W. Gadsden Elementary School was originally constructed in 1951 and named in honor of Robert W. Gadsden who made significant contributions to schooling in Savannah's Jim Crow days. Gadsden Elementary offers a comprehensive academic program that provides students with a well-rounded educational experience. High standards for achievement are set for all students and a firm, fair, consistent and positive behavior-management system is in place to ensure all students are held to high standards for behavior. Our staff is passionate about their own learning and about teaching children. Parents are encouraged to become involved in their child’s education through a variety of opportunities coordinated through our Parent Center.

Gadsden Elementary is a Title I Distinguished School. Gadsden is a "neighborhood" school and draws from Kayton Homes and Frazier Homes Public Housing communities, Carver Village and the surrounding areas. Gadsden has enjoyed outstanding parental involvement over the years as evidenced by our “standing room only” PTA meetings and functions.

In August of 2012, a new facility was constructed with a modern architectural design which provides students advanced technological opportunities. Gadsden Elementary serves approximately 772 students in grades PK through five. Gadsden has a principal, one assistant principal, one full time counselor, one part-time counselor, fifty teachers and fifteen paraprofessionals. Students are grouped by grade level for core academics and receive additional instruction in art, music, and P.E., A Science Lab and a Computer Lab are additional components of the educational offerings at the site. Grade level teams are supplemented with a special education teacher to serve those identified students utilizing an inclusion model. These teams have one daily common planning period that provides the teachers with opportunities to integrate lesson plans, implement flexible scheduling, work with support personnel, and meet with parents. Grade-level Professional Learning Communities (PLC) also meet to disseminate data and use it to promote a more productive learning environment. Teams also meet once a week to review students in Tier 2 of the RTI process. Progress monitoring data is examined to see if the interventions that are in place are effective and to determine the next course of action.

The school cafeteria program offers free and reduced lunches for students from low-income families who qualify for the services. Approximately 97% of the students are receiving a free or reduced price lunch. A universal free breakfast is provided for all students who wish to partake in the program.
Our parents love our school because of the rigorous curriculum, outstanding visual arts and music programs, science, math, and technology labs, strong parent support and involvement, and the high-quality education provided to our students. Robert W. Gadsden Elementary School has been welcoming children and their families for over 60 years. We offer students the opportunity to excel in an environment that encourages creativity, responsibility and community.

We have taken into account the needs of migrant children, however, at this time we have no migratory students enrolled, but should any of those students enroll we will follow federal guidelines to make sure that those students as well as parents are informed with all pertinent information in a language they understand. A copy of the Occupational Survey is in all school registration packets.

The following procedures have been put into place should migrant students enroll:
Eligibility for Migrant Services:
• All Occupational Surveys returned with indicators checked are sent to the school district’s Homeless Liaison
• The Homeless Liaison then forwards surveys to the Regional Migrant Office
• The Regional Migrant Office determines eligible services and notifies the district’s Liaison
• The district’s Liaison then works with the school to ensure that families receive services for which they are eligible.
DEMOGRAPHICS

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Free/Reduced Lunch</td>
<td>97</td>
<td>98</td>
<td>97</td>
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<tr>
<td>Special Education</td>
<td>8.3</td>
<td>7.5</td>
<td>7.4</td>
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<td>0</td>
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<tr>
<td>Gifted Education</td>
<td>4.6</td>
<td>2.4</td>
<td>2.6</td>
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</table>

Retention Rates

<table>
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<tr>
<th>Retention Rates</th>
<th>Total Numbers</th>
<th>K</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
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<tr>
<td>2014-2015</td>
<td>23</td>
<td>1</td>
<td>8</td>
<td>6</td>
<td>7</td>
<td>0</td>
<td>1</td>
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<td>2013-2014</td>
<td>27</td>
<td>3</td>
<td>0</td>
<td>9</td>
<td>3</td>
<td>8</td>
<td>4</td>
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<tr>
<td>2012-2013</td>
<td>18</td>
<td>4</td>
<td>0</td>
<td>7</td>
<td>5</td>
<td>0</td>
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</table>

SCHOOL STANDING

The Elementary and Secondary Education Act (ESEA) of 1965 requires that parents or guardians who have children attending a Title I school be notified of how well their school is preparing its students for college and/or a career, as well as the school’s designation status under Georgia’s ESEA Flexibility Waiver.
Under the 2015 renewal of Georgia’s ESEA Flexibility Waiver, certain Title I schools continue to be designated as Reward, Priority, or Focus Schools. The Waiver allows the use of the College and Career Ready Performance Index (CCRPI) as the comprehensive report card for all schools in Georgia, providing a score between 0-100 for each school—measuring how well the school is doing in preparing its students to be successful in college and/or a career.

**What is the College and Career Ready Performance Index (CCRPI)?**

CCRPI is a comprehensive school improvement, accountability, and communication platform for all educational stakeholders that will promote college and career readiness for all Georgia public school students.

**Gadsden Elementary earned a 69.7 CCRPI score.**

I am very proud to tell you that **Gadsden Elementary School** has not been given a school designation this year, which means we are a Title I school that is continuing to provide a quality education to all of our students.

**STRENGTHS**

- Gadsden is a PK – 5 school led by principal, Dr. Deborah R. Jones. Gadsden’s administrative staff has remained in place for 9 years.
- Additional support staff are assigned to assist in all reading and math classes. Additional support is also provided outside the reading and math blocks to give assistance to struggling learners.
- Strong parental support and involvement
- An abundance of instructional resources
- Technology rich environment

**SCHOOL PRIORITIES**

- To plan stimulating and challenging activities that support goals of the School Accountability Plan.
- To maintain high expectations in order to promote academic excellence. Our goal is for all students to meet/exceed standards in every subject.
- To provide opportunities for the enhancement of basic skills through enrichment activities.
- To provide opportunities for continued professional development and training for faculty and staff.
- To relate classroom activities to real life experiences.
- To utilize of technology and media resources to enhance instruction in every class.
- To provide opportunities that promotes positive socialization.
- To establish and maintain an environment that is centered on student affirmation, mutual respect and cultural diversity by incorporating conflict resolution activities into the guidance program.

**SUMMARY OF NEEDS**
The majority of the student population reside within 2 housing projects (Frazier Homes, Kayton Homes) which are located across the street from the school. Another segment resides in Carver Village which consists of low rent housing and has a transient community.

Gadsden’s high student mobility rate is a constant challenge since continuity of instruction is interrupted. Often arriving with confrontational attitudes directed towards the school, parents soon realize how supportive and nurturing Gadsden is and they slowly become more supportive of the school.

Gadsden has an enrollment of approximately 772 students. Over 100 students are attending under a sworn affidavit and an additional 20 students (approximately) were administratively placed by Central Office. Gadsden’s present enrollment is 125 students above capacity.

PRIORITIES

Providing the basic necessities of life: food and clothing. (Free/reduced lunch, Backpack Buddies, etc.)

Seeking business partners to help provide shoes, coats, etc. for students and to support/enrich the educational program.

To continue the 21st Century After-School program to provide tutorials, enrichment, and a meal for participating students.

ASSESSMENT DATA

SCHOLASTIC READING INVENTORY (SRI)

The SRI is administered to students in grades 2-5 three times during the school year. The SRI measures the Lexile level for each student. The Lexile score determines the reading skills of the students based on the complexity of the text. Additionally, the SCCPSS has set SRI based promotion criteria for 2nd through 5th grade students. They are required to meet the grade level benchmarks in order to be promoted to the next grade.

<table>
<thead>
<tr>
<th>SRI RESULTS (Fall to Spring)</th>
<th>% Meeting Gateway to Promotion</th>
<th>% Proficient or Above</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADE 2</td>
<td>89%</td>
<td>69%</td>
</tr>
<tr>
<td>GRADE 3</td>
<td>74%</td>
<td>40%</td>
</tr>
<tr>
<td>GRADE 4</td>
<td>98%</td>
<td>65%</td>
</tr>
<tr>
<td>GRADE 5</td>
<td>89%</td>
<td>48%</td>
</tr>
</tbody>
</table>

SUMMARY GROWTH
Gadsden showed significant growth in the Scholastic Reading Inventory. In particular, 49% of fourth grade students scored at the advanced level at the end of the year compared to only 2% who were at that level at the beginning of the year.

STRENGTHS:

- Students have shown significant development in the skills necessary for decoding words, analyzing texts, and drawing inferences.
- Compared to all Impacts Schools:
  Gadsden had the highest EOY score
Gadsden made the greatest gain
- 69% of 2nd grade students and 65% of 4th grade students scored at or Above Proficient.
- 49% of both 2nd and 4th grade students scored Above Proficient.

WEAKNESSES:
- The development of vocabulary and inferencing skills in Gr. 3 lags behind that of other grade levels.
- Almost 90% of students entering Grade 2 are scoring Below Proficient.
- Only 11% of 5th grade students ended the year in the Above Proficient range.

ROOT CAUSES
- Lack of exposure to robust vocabulary
- Lack of access to print in the home
- Students accustomed to answering in one-word responses and not being asked to expand upon responses

NWEA MAP
Monitoring Academic Progress
The MAP is administered to students in grades 2-5 three times during the school year. The score determines the mathematics skills of the students based on four domains: Operations & Algebraic Thinking, Number & Operations, Measurement & Data, Geometry. Additionally, the SCCPSS has set MAP based promotion criteria for 2nd through 5th grade students. They are required to meet the grade level benchmarks in order to be promoted to the next grade.

### 2014-2015 Fall to Spring

<table>
<thead>
<tr>
<th>Grade</th>
<th>% Meeting Gateway to Promotion</th>
<th>% Proficient or Above</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADE 2</td>
<td>90%</td>
<td>50%</td>
</tr>
<tr>
<td>GRADE 3</td>
<td>97%</td>
<td>67%</td>
</tr>
<tr>
<td>GRADE 4</td>
<td>100%</td>
<td>69%</td>
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<tr>
<td>GRADE 5</td>
<td>97%</td>
<td>71%</td>
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</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Beginning-of-Year Norm</th>
<th>Beginning-of-Year Gadsden</th>
<th>Middle-of-Year Norm</th>
<th>Middle-of-Year Gadsden</th>
<th>End-of-Year Norm</th>
<th>End-of-Year Gadsden</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADE 2</td>
<td>178.2</td>
<td>168.2</td>
<td>185.5</td>
<td>180.1</td>
<td>191.3</td>
<td>188.4</td>
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<tr>
<td>GRADE 3</td>
<td>192.1</td>
<td>186.9</td>
<td>198.5</td>
<td>194.9</td>
<td>203.1</td>
<td>203.8</td>
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<tr>
<td>GRADE 4</td>
<td>203.8</td>
<td>196.6</td>
<td>208.7</td>
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<tr>
<td>GRADE 5</td>
<td>212.9</td>
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<td>211.7</td>
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### MAP – EXPECTED GROWTH

<table>
<thead>
<tr>
<th>Grade</th>
<th>Expected Growth</th>
<th>Gadsden’s Growth</th>
<th>Exceeded Norm</th>
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<tbody>
<tr>
<td>GRADE 2</td>
<td>13.1</td>
<td>20.2</td>
<td>NO</td>
</tr>
<tr>
<td>GRADE 3</td>
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<td>8.7</td>
<td>18.8</td>
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<tr>
<td>GRADE 5</td>
<td>8.1</td>
<td>18.5</td>
<td>YES</td>
</tr>
</tbody>
</table>

**STRENGTHS:**
- Gains were realized in all areas with the domains of Numbers & Operations and Geometry showing the greatest growth.
- Compared to all Impacts Schools: Gadsden showed the largest gain.
- Gadsden exceeded the expected growth at all grade levels –by double digits!
- While all grade levels started the school year below the expected norm, grades 3 – 5 ended the year above the norm. Gr. 2 significantly closed the gap.

**WEAKNESSES:**
- Measurement & Data is the domain students struggle with at all grade levels.
- Students entering second grade scored significantly below the national norm.

**ROOT CAUSES**
- Few opportunities to use the mathematical concepts in real life
- Lack of exposure to concepts
- Failure to practice facts

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**The Dynamic Indicators of Basic Early Literacy Skills (DIBELS)**

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short (one minute) fluency
measures used to regularly monitor the development of early literacy and early reading skills.

DIBELS are comprised of seven measures to function as indicators of phonemic awareness, alphabetic principle, accuracy and fluency with connected text, reading comprehension, and vocabulary. DIBELS were designed for use in identifying children experiencing difficulty in acquisition of basic early literacy skills in order to provide support early and prevent the occurrence of later reading difficulties.

2014 – 2015 Fall to Spring

Kindergarten students posted scores that were comparable to the District mean. Students who were identified as “At Benchmark” at the beginning of the year maintained that status throughout the assessment period. Many student who were originally identified to be
“Below Benchmark” met benchmark status by year’s end.

Grade 1 students did not enjoy the same level of success as other District first grade students. Teachers will work with the District Literacy Coach and Administration to identify the root cause of the problem. While students are able to break down words by letter sound. They seem to use that skill as a “crutch” in that they continue to break down words rather than read them right away. Since this is a timed assessment the result is lower scores.

**DIBELS - mClass Math**

DIBELS® Math is comprised of measures of early numeracy, computation, and problem solving that function as indicators of the essential skills that every child must master in order to become proficient in mathematics. The measures can be used to quickly and efficiently monitor the development of mathematics skills. DIBELS Math is designed for use in identifying children experiencing difficulty in the acquisition of basic mathematics skills, in order to provide support early and prevent the occurrence of later mathematics difficulties.
The math frameworks were introduced in 2012-13. Teachers have worked hard to provide instruction in the standards by having students complete tasks and work on identified areas of need utilizing a blended learning model. Professional development was provided to focus on reviewing the units to be taught. A bright spot was that more students scored in the exceeds level as compared to previous years partly due to the use of Compass Learning, a computer program that creates specific learning paths for students based upon the NWEA-MAP math assessment. This resulted in students doing less repetitive work and instead being presented with content that would challenge them. As is the case with the District and the State, social studies and science remain areas where students struggle academically. Much work needs to be done in familiarizing students with the use of primary resources in social studies so that students can learn to analyze and draw conclusions rather than memorizing dates and facts. Document-Based Questioning is another skill that will continue to be stressed in Social Studies. A Science Lab is in place to give students hands-on experiences in order to gain a deeper understanding of scientific principles, however, more experiences need to occur within the regular classroom.

ROOT CAUSES
- Lack of exposure to robust vocabulary
- Lack of access to print in the home
- Students accustomed to answering in one-word responses and not being asked to expand upon responses

CLIMATE SURVEY 2014-2015

The Georgia Department of Education (GADOE) implemented the School Climate Star Rating System as an extension to the annual CCRPI report, beginning with SY 2013-14. The School Climate Star Rating includes school-level data within four climate domains: (1) School Climate Surveys (2) Student Discipline (3) Safe and Substance-Free Learning Environment and (4) School Wide Attendance. Following is the result of ABC school’s Climate Survey.

<table>
<thead>
<tr>
<th></th>
<th>Academic Achievement</th>
<th>Fiscal Responsibility</th>
<th>School Safety</th>
<th>Community engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>95%</td>
<td>96%</td>
<td>91%</td>
<td>96%</td>
</tr>
</tbody>
</table>
Gadsden enjoys some of the highest ratings of any school in the Savannah-Chatham Public Schools district.

**STRENGTHS**

- Classroom assistance is provided in all reading and math classes to assist in providing small group instruction.
- Flex Time allows for Targeted Reading Instruction in grades 3 – 5 to focus on assessed needs (phonics, vocabulary, comprehension, fluency) and/or to provide accelerated study.
- Gadsden leads the District in the implementation of Compass Learning at all grade levels and has expanded the program for use in kindergarten and grade 1.
- Gadsden has a wealth of intervention programs available in reading and math to support struggling learners. SRA, Wilson Fluency, Wilson Just Words, Wilson Reading System, Read Naturally, Successful Reader, Number Worlds, TouchMath
- Outstanding Parent Involvement and Support!
- Business partners take an active role in providing support for students – Materially they assist by providing supplies, clothing, and snacks. They also seek out ways to honor students for academic accomplishments.

**SUMMARY OF NEEDS**

- Facility built for 650 students but will have an enrollment approaching 800 in 2015 – 2016.
- 42% of grade 1 students scored at benchmark on the Dibels assessment. Students can decode words but lack fluency.
- Both K and grade 1 students struggle with Number Identification according to mClass Math data.
- Only 74% of 3rd grade students met promotion requirements in reading (SRI).
- Continued improvement in Reading and Language Arts, especially for Students With Disabilities (SWD).
- Vocabulary development is an area to be stressed at all grade levels.
- Improvement in the area of math instruction so that students develop automaticity in number facts and the ability to solve math problems that require increased rigor and higher order thinking skills.
- Students in the 3rd, 4th and 5th grades are performing poorly in Science and Social Studies.

**ROOT CAUSES**

- Changing curriculum
- Lack of background information
- Lack of a common approach to the delivery of instruction
PRIORITIES

- Utilizing best practices that support Standards-Based classroom instruction
- Continued implementation of the schoolwide writing program
- Continued support for the implementation of the Common Core Literacy Frameworks with an emphasis on differentiation of instruction and the incorporation of featured texts as part of the curriculum
- Continued support for implementation of the Common Core Math Frameworks.
- Training in the use of Compass Learning with fidelity in Gr. K – 5 (Reading and Math)
- Continue to provide training and support in the use of technology in the classroom.
- Utilization of AIMS Science materials in grades 3 – 5 which require increased student observation and problem solving skills and incorporate hands-on experiences into developing scientific principles.
- Schoolwide training in the use of Thinking Maps as a tool to help students organize their thoughts and gain a better grasp of concepts presented
- Continue to incorporate Gallopade Social Studies materials (Gr. 3 – 5), the Nystrom Map and Globe Program (Gr. 1 – 5) and primary sources into the core program and infuse non-fiction literature into the delivery of instruction.

STAFF QUALITY / PROFESSIONAL DEVELOPMENT

STRENGTHS

- Literacy and Math Coaches are assigned to help staff with lesson planning and effective classroom instruction.
- Gadsden has provided a great deal of professional development to both certified and classified staff in an effort to continually improve the delivery of instructional programs being offered.
- 100% of the certified and classified staff members are highly qualified for their positions.

SUMMARY OF NEEDS

- Gadsden will continue to explore ways to provide professional development and extended planning time with a minimum loss of instructional time.

<table>
<thead>
<tr>
<th>All Staff in:</th>
<th>Targeted training in:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking Maps</td>
<td>Read-Alouds</td>
</tr>
<tr>
<td>Use of technology in the classroom</td>
<td>Inclusion Model (SPED / Collaborative Teacher)</td>
</tr>
<tr>
<td>GSE ELA</td>
<td>SRA Corrective Reading</td>
</tr>
<tr>
<td>GSE Core Math</td>
<td>Wilson Fundations</td>
</tr>
<tr>
<td>Guided Reading</td>
<td>Wilson Just Words</td>
</tr>
<tr>
<td>RTI</td>
<td>Wilson Reading System</td>
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<td>Compass Learning (Gr. K-5)</td>
<td>Wilson Fluency</td>
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<tr>
<td>Hands-on science</td>
<td>Read Naturally</td>
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<tr>
<td>Social Studies through Primary Sources</td>
<td>DBQ</td>
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<td>Math by Domain</td>
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<td>----------------</td>
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<tr>
<td>Number Worlds</td>
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<tr>
<td>Compass Learning</td>
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</tbody>
</table>

SEE SECTION 4 FOR SPECIFICS ABOUT PROFESSIONAL DEVELOPMENT.

ROOT CAUSES
- Changing curriculum
- Lack of background information
- Lack of a common approach to the delivery of instruction

PRIORITIES
- Staff will participate in all in-service sessions offered by the district/state to guide the implementation of the GSE Frameworks in reading and math.
- Professional Development staff will provide on-site sessions in reading, math, science, social studies, and the use of technology. These will also include observations and 1-1 modeling.
- Gadsden will work with vendors to secure training in specific intervention programs:
  - Thinking Maps
  - Number Worlds
  - Wilson Fundations
  - Wilson Fluency
  - Wilson Just Words
  - SRA Corrective Reading
  - Compass Learning
  - Guided Reading

CURRICULUM, INSTRUCTION, ASSESSMENT

CURRICULUM

STRENGTHS
- Gadsden has supplemented the district/state curriculum by providing a schoolwide writing program (6+ 1 Traits of Writing).
- Science instruction is supplemented through the purchase of a variety of materials so that students can participate in hands-on learning experiences.
- A variety of programs are available to supplement the core program:
  - AIMS Science
  - Gallopade Social Studies
  - Read Aloud Programs (Text Talk, Buzz About it, Word Forward)
  - Classroom libraries
  - Compass Learning
- Teachers can choose from a wide range of resources available for use with small groups or for use with students identified as needing intensive or strategic intervention.
• Read Naturally
• Wilson Fundations
• Wilson Just Words
• Wilson Fluency
• Wilson Reading System
• Words Their Way
• Leveled Libraries
• Readers Theatre
• Successful Reader
• Number Worlds
• Math by Domain
• Rehearsing for the Standards (Math)
• SRA Corrective Reading
• TouchMath

- All reading and math classes have additional support coming into the classroom to assist in small group instruction.
- Additional support is provided outside the reading/math blocks to provide intensive intervention for identified students.
- All students in 3rd, 4th and 5th grade will receive targeted reading instruction based upon assessed strengths and needs.

**SUMMARY OF NEEDS**

- Change is difficult for everyone however Gadsden’s staff has shown itself to be willing to incorporate new curriculum and/or instructional strategies. It is a challenge for the site to provide the training required without infringing on instructional time. Gadsden does provide a common planning time for grade levels and we have been creative when longer periods of time were needed for professional development.
- Additional/ongoing training in the implementation of the GES Frameworks in reading and math
- Additional professional development in the writing process and ways to integrate it into the Literacy Frameworks
- Professional development to build teacher competency in science and social studies
- Training in **Number Worlds**, a blended learning program for at-risk students in Grades K – 5.

**ROOT CAUSES**

- The mobility of staff makes it necessary to continually indoctrinate new teachers to the curriculum of the school and to all the resources available to them

**PRIORITIES**

- Staff will attend Common Core professional development sessions provided by the district and utilize the professional development staff on-site for targeted learning in PLC’s and in the classroom.
- Developing teacher competency in the use of Compass Learning Reading and Compass Learning Math.
- Utilizing primary resources in the instruction of social studies.
• Gadsden will work with district schools/universities to facilitate our Lego Simple Machines and Robotics programs.
• Training staff in the use of **Number Worlds** in order to provide teacher-led, mathematics intervention to help struggling learners in RTI (Response to Intervention) Tier 2 and Tier 3 achieve math success.

**INSTRUCTION**

**SUMMARY OF STRENGTHS**
Gadsden has embraced the components of a standards-based classroom and has been recognized as a model “Standards-Based School”.

**SUMMARY OF NEEDS**

**Thinking Maps** is an instructional tool which will be introduced and implemented schoolwide. With the implementation of the GSE Curriculum, there is an increased need to evaluate current instructional strategies. No longer can we put student information into a machine, turn the crank, and expect the correct answer. We are at a point where students need to develop the machine. The machine relates to cognition, rather than metacognition. Our challenge is to provide students with the skills to think creatively. Thinking Maps will provide an excellent tool to set our students on the right path of thought organization that leads to the cognitive development we want our students to experience.

The Thinking Maps model program consists of eight maps that correspond with fundamental thinking processes. The Circle Map is used for defining in context; the Bubble Map, describing with adjectives; the Flow Map, sequencing and ordering; the Brace Map, identifying part/whole relationships; the Tree Map, classifying/grouping; the Double Bubble Map, comparing and contrasting; the Multi-Flow Map, analyzing causes and effects; and the Bridge Map, seeing analogies. These maps are a "common visual language" for students in all subject areas.

Thinking Maps is a set of visual patterns for critical and creative thinking, used of all learners and all content areas and grade levels. A blended approach to this job-embedded professional development involves trained trainers and online courses and support ideas.

The use of Thinking Maps is supported by Marzano’s research on the impact of non-linguistic representations (Marzano, 2011), Hattie’s research on Making Learning Visible (Hattie, 2013), and Payne’s research on strategies for students in Poverty (Payne, 1995), and Costa’s research on higher order thinking skills (Costa, 2006).

Administration must continue to utilize walk-throughs as a means of monitoring that standards-based best practices are being utilized with fidelity.

**ROOT CAUSES**
While standards of instruction are the same in each classroom so that all children at a grade level are receiving common instruction in academics, the methods used to teach must be more uniform and scientifically-based.
PRIORITIES
Staff new to the school system need mentors to help guide them in the development of standards-based classrooms.

Thinking Maps will be utilized as an instructional tool schoolwide. Think Maps will provide consistent visual patterns linked directly to eight specific thought processes. By visualizing thinking, students will create concrete images of abstract thoughts. These patterns will help all students reach higher levels of critical and creative thinking – essential components of 21st Century education. In our schoolwide implementation, Thinking Maps will establish a consistent Language for Learning.

ASSESSMENT

STRENGTHS
- Gadsden administers all benchmark assessments required by the district.
  - DIBELS- K, 1 (Reading)
  - m-Class Math (K, 1)
  - SRI – Gr. 2-5 (Reading)
  - MAP- Gr. 2 – 5 (Math)
  - GMAS (Gr. 3 – 5)
- In addition Gadsden administers STAR Early Literacy (Grade 2), STAR Reading (Gr. 3-5), and STAR Math (Gr. 2 – 5). These are utilized as universal screeners with beginning, middle, and end of year testing required of all students. Teachers use the data to identify students for small group instruction, for setting up interventions, and for progress monitoring.

SUMMARY OF NEEDS
Staff will continue to receive guidance and support in the use of the RTI process. They have become comfortable using TieNET to create plans and to record progress monitoring data. More emphasis will be placed on identifying interventions that best address assessed needs.

ROOT CAUSES
There is a lack of means to drill down from screening assessments in order to identify the root causes of learning deficiencies.

PRIORITIES
Gadsden has purchased SPI (Scholastic Phonics Inventory) as an assessment tool to be utilized with older students to identify the specifics skills that students require. Additional professional development will be provided.

FAMILY AND COMMUNITY INVOLVEMENT

<table>
<thead>
<tr>
<th>Positive Perceptions of School</th>
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<tbody>
<tr>
<td>Academic Achievement</td>
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</tr>
<tr>
<td>96%</td>
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<tr>
<td>Fiscal Responsibility</td>
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</table>
STRENGTHS
Gadsden enjoys a positive and supportive parent involvement and a community willing to assist the school by providing material goods as well as many volunteers who assist students through tutorials or as mentors and Big Brothers-Big Sisters.

SUMMARY OF NEEDS
- Due to the high poverty level of the school population, Gadsden requires a great deal of support in order to provide the basic essentials of life. The staff realizes that unless these are met it would be impossible for learning to occur. Gadsden relies on the generosity of the community to help fill these needs.
- Since many students do not have support at home to assist them with academics it is important for Gadsden to build the support at the school site through tutors, volunteers, and an after-school program.
- To continue the implementation of PBIS.
- To develop student responsibility for academics and behavior.
- To instill in students the importance of achieving at high levels.

ROOT CAUSES
- Population is 98% Free/Reduced lunch.
- Working parents seek guidance from the schools with helping their children to grow up being contributing members of society.

PRIORITIES
- Gadsden will continue to utilize PBIS with training provided to all staff in the beginning of the school year. Students will be made aware of the program through assemblies, classroom guidance, posters, and through announcements on the morning news program.
- Gadsden will continue to seek to build community partnerships.
- Staff will continue to seek out ways to call attention to and honor those students achieving at high levels and/or those who demonstrate the characteristics of good citizenship.
- Utilizing a variety of means (newsletters, calendars, PTA meetings, Parent Academies, Principal’s Call-Outs) Gadsden will keep parents informed of the many activities and opportunities that the school has to offer. Our goal is to increase parent involvement so that parents become partners in their children’s education.
### TECHNOLOGY

#### STRENGTHS
- SmartBoards, ActivSlates, Digital Cameras, I-Pad /Apple TV connections, NEO’s in all classrooms
- IPads for Gr. K – 1 to improve student access to on-line software
- Laptop availability for assessment and web-based software (Gr. 2 – 5)

#### SUMMARY OF NEEDS
- Software to give teachers up-to-the minute data on which to base instructional decisions
- To increase the accessibility of technology in kindergarten and first grade classrooms

#### ROOT CAUSE/S
- Technology is ever-changing and it is important that staff keep up with the latest technological innovations that can be infused into classroom instruction.

#### PRIORITIES
- Purchase software programs that support classroom instruction:
  - Compass Learning Reading
  - SPI Assessment
  - Amplify – “What Next”
- Purchase SmartTables, Chromebooks, and additional I-Pads for each kindergarten classrooms

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

**The major strengths we found in our program were:**

Being open to learning and implementing new techniques and strategies that might help our students succeed, many of the teachers have gone on to obtain advanced degrees as well as endorsements in Gifted Education and reading. Students have access to additional support from the after-school tutorial program, 21st Century, VISTA Volunteer program, and Big Brothers – Big Sisters. Professional Development workshops delivered through Professional Learning Communities have allowed teachers to learn and implement new strategies to utilize in their classrooms that will help all students achieve success. Gadsden has established a school-wide Technology/Media team to enhance achievement in literacy and math and to increase the integration of technology into the daily classroom routine. A Science Center provides students with hands-on experiences which relate to the content learned in the classroom. A Math Center, located in the Gifted classroom, and a Literacy Resource Room ensure teachers will have access to a variety of instructional materials and thereby have the ability to lead students in learning form the concrete to the abstract levels of thinking.

**The major needs we discovered we:**
• Continues improvement in Reading and Language Arts
• Vocabulary development is an area to be stressed at all grade levels.
• Additional training in the use of available manipulatives in math
• Improvement in the performance of students in the 3rd, 4th and 5th grades in Science and Social Studies.
• Additional training in the use of assessment data to drive instruction.
• Technology professional development must continue to be provided so that staff can better integrate the technology into the curriculum and reap the full benefit of the programs.

The needs we will address are:
• Utilizing best practices that support Standards-Based classroom instruction
• Implementation of the schoolwide Thinking Maps program
• Implementation of the Wilson Fundations reading program in Gr. 3 with an emphasis on differentiation of instruction
• Providing more options for reading and math interventions (Wilson Flency, Wilson Just Words, Wilson Reading System, Number Worlds, Math by Domain, Rehearsing for the Standards)
• Professional development on the use of data to drive instruction and for identifying students in need of urgent intervention.
• Incorporation of Go Math/On Core Math to supplement the core curriculum
• Continue to provide training and support in the use of technology in the classroom setting

The specific academic needs of those students that are addressed in the schoolwide program plan will be:
• Student improvement in the 5 pillars of reading:
  o Phonemic Awareness
  o Phonics
  o Fluency
  o Comprehension
  o Vocabulary
• Improvement in student writing with a focus on the 6 + 1 Traits of Writing:
  o Ideas
  o Word Choice
  o Voice
  o Organization
  o Sentence fluency
  o Conventions
  o Presentation
• Student improvement in mathematics in the areas of:
  o Computation
  o Problem Solving
  o Measurement and Data
• Student improvement in Social Studies through the use of primary sources and hands-on activities
• Student improvement in Science through reading and writing incorporated into
lessons in addition to hands-on lab experiences.

The ROOT CAUSE/S that we discovered for each of the needs were:

- Reading: A shift away from reading, writing, and discussion of the reading and writing as the key focus of instruction and a reliance on projects that require too much of the instructional time but have little relevance to the standards being taught
- Math: Instruction concentrated on process rather than instruction in the reason for a mathematical process.
- Science: Staff not comfortable with the subject material
- Social Studies: A lack of primary source materials to utilize during instruction

The measurable goals/benchmarks we have established to address the needs are …

MATHEMATICS:

MATH: The percentage of Kindergarten students meeting benchmark on the mClass Math (Number Identification) will increase from 21% on the Spring 2015 assessment to 60% on the Spring 2016 assessment.

MATH: The percentage of 5th grade students scoring at or above the proficient level on the NWEA –MAP assessment will increase from 71% on the Spring 2015 assessment to 76% on the Spring 2016 assessment.

READING:

READING: 80% of all Gr. 3 students will score 545 or higher as measured by the Spring 2016 Scholastic Reading Inventory.
2. Schoolwide reform strategies that:

Response:

Schoolwide reform strategies that are scientifically research based, directly tied to the comprehensive needs assessment and academic standards, and

A. Describe how you provide opportunities for all children in the school to meet or exceed Georgia’s proficient and advanced levels of student performance.
B. Are based upon effective means of raising student achievement...
C. Use effective instructional methods that increase the quality and amount of learning time.
D. Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with approved improvement plans.

- Provide opportunities for all children to meet the state’s proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).

Response:

Standards Based Classrooms will be utilized for all classes at all grade levels.

STANDARDS BASED CLASSROOM BEST PRACTICES

- **Standards and Essential Questions** will be posted in the classroom for children to see. Children should have a clear understanding of what they should know and be able to do.

- **Word Walls** - Content-specific vocabulary will be posted and explicitly taught

- **Exemplars** - Quality work will be displayed so that students see what type of work is needed to not only meet the standard but to exceed it.

- **Rubrics** should be developed, often with student input, so that students know what is needed to meet the standard.

- **Teacher Commentary** - Students will be given specific, timely feedback on the quality of their work to help them understand what is needed to improve their work

- Students will be engaged in the learning and students will be working in collaborative pairs or small groups.

- Instruction will be differentiated by content, process, and product.
- Teachers will work together to develop and use **formative assessments** across the grade level or content area. The results of these assessments will be used to re-teach.

- Teachers will use **pacing charts** to ensure the students have the opportunity to learn what is needed before state testing begins.

- Teachers will meet in **Professional Learning Communities** to work as a team to plan instruction, identify teaching strategies, look at student work, and develop rubrics and assessments.

- **Safety Net** opportunities will be provided to students both within and beyond the school day as soon as it is evident that additional instructional help is needed.

Utilizing on-going assessment and progress monitoring data teachers will provide instruction that will meet the needs of students in each flexible group. If additional help is needed, Gadsden will provide support teachers who will coordinate the instructional focus with the classroom teacher and work with smaller groups of students outside the instructional block. All teachers are expected to progress monitor students according to the guidelines established by the District and Administration will monitor for compliance.

- **Use effective methods and instructional strategies that are based on scientifically based research that:**
  - strengthen the core academic program in the school.
  - increase the amount and quality of learning time, such as providing and extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum.
  - include strategies for meeting the educational needs of historically underserved populations.

**Response:**

a. **Classroom Instruction that Works** (Marzano et al. 2001) Teachers use the nine strategies featured in the book to facilitate instruction: generating and testing hypotheses, questions, cues, advance organizers, cooperative learning, summarizing and note taking, reinforcing and providing recognition, setting objectives and feedback, non-linguistic representation. Teachers must indicate on their lesson plans which of these strategies they are using.

b. The use of **Gardner’s Multiple Intelligences (2002)** learning is incorporated into the classroom. MI allows students to learn in their strongest intelligence. Again teachers must demonstrate these strategies in their lesson plans.

c. Use of non-fiction reading and writing which research shows has a 50 percentile increase on student achievement.

d. Differentiated training in the use of questioning

e. Instructions that use higher level thinking questions of **Bloom’s taxonomy**

f. Use of differentiated Instruction in the classrooms.
Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:

- counseling, pupil services, and mentoring services;
- college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
- the integration of vocational and technical education programs; and

Response:

All students at Gadsden receive between 105 and 135 minutes of uninterrupted instruction in reading during the literacy block and 90 – 105 minutes of math instruction during the math block. This allows for whole group as well as small group, differentiated instruction. While this has proven sufficient for the majority of our students we realize that some children will need additional instructional time to either grasp the content or to receive instruction in skills where assessments indicate that a deficiency exists. To address this need Gadsden provides small group intensive intervention for students in grades 1 - 3 during the Fine Arts block. Teachers at a grade level will meet to determine which students need additional assistance, the area in which the assistance is needed, the number of days per week the assistance will be provided, and the number of weeks that the intervention will take place. EIP and Title I teachers then provide the assistance to groups of no more than 6 students and progress monitor to ensure that the intervention is being successful. Groups change throughout the year dictated by assessment results. Another intervention that has proven successful is provided during the 15 minutes of morning work. Non-homeroom teachers work one-to-one with identified students to provide Tier 3 interventions designed by the classroom teacher. Gadsden’s dedicated teachers often give up their duty free lunch periods or their planning periods to work with students who need assistance. All fourth and fifth grade students will be screened at the beginning of the year. Once data is obtained teachers will place students into groups targeted for their specific needs: comprehension, fluency, word work, phonics, vocabulary. Those students where data indicates that there is no deficit will be assigned to a group that will provide advanced instruction utilizing above grade level materials in order to expand/enrich the student’s reading program.

After school tutorials will be held by teachers and the 21st Century Learning Communities will sponsor a program on-site. A GMAS Spring Camp will be held to prepare students for the upcoming State assessment. Summer School will be held to provide students who did not meet the Gateway to Promotion criteria a chance to remediate any deficiencies. Gadsden will also seek to involve students in District sponsored summer programs (21st Century) to the greatest extent possible.

Address how the school will determine if such needs have been met; and

- Are consistent with, and are designed to implement, the state and local improvement plans, if any.

Response:

Through the use of benchmark assessments, administered three times a year, staff will monitor the proficiency of all students and provide additional support in the areas where
testing suggests a deficiency may exist. Once interventions are in place progress monitoring will occur to tract the effectiveness of the intervention. Mid-course corrections can be made if progress monitoring reveals that the intervention that was put into place is not meeting the needs of the student.
The goals, and the strategies we will utilize to address the goals are:

**GOAL 1.** MATH: The percentage of Kindergarten students meeting benchmark on the mClass Math (Number Identification) will increase from 21% on the Spring 2015 assessment to 60% on the Spring 2016 assessment.

According to data from the Spring, mClass Math assessment only 21% of Kindergarten students were proficient in the skill of number identification. Teachers indicate that, while students seem to recognize the numbers (1 – 10), they do not possess the rapid recall required to perform the task on the assessment.

<table>
<thead>
<tr>
<th>Instructional Strategies:</th>
<th>Related Professional Learning Strategies:</th>
</tr>
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<tbody>
<tr>
<td>1. Utilize Best Practices to provide Standards-Based classroom instruction.</td>
<td>Provide professional development on the use of the Georgia Math Frameworks.</td>
</tr>
<tr>
<td>2. Utilize mClass Math assessments (3 x year) and quarterly benchmark assessments to identify students in need of intervention. (Gr. K-1)</td>
<td>Provide professional development during grade level PLC meetings on the use of interactive journals in math instruction.</td>
</tr>
<tr>
<td>3. Utilize m/class Math to identify student baseline scores and individual student growth scores for both meeting and exceeding target goals.</td>
<td>Provide professional development and coaching in the use of Compass Learning.</td>
</tr>
<tr>
<td>4. Utilize assessment data to identify domains of strength/weakness at each grade level (K – 5).</td>
<td>Provide professional development and coaching in the use of Thinking Maps.</td>
</tr>
<tr>
<td>5. Training staff in the use of <strong>Number Worlds</strong> in order to provide teacher-led, mathematics intervention to help struggling learners in RTI (Response to Intervention) Tier 2 and Tier 3 achieve math success.</td>
<td>Provide professional development in the use of Number Worlds.</td>
</tr>
<tr>
<td>6. Utilize Word Walls and math journals.</td>
<td></td>
</tr>
<tr>
<td>7. Increase the use of math centers and manipulatives.</td>
<td></td>
</tr>
<tr>
<td>8. Utilize Thinking Maps graphic organizers</td>
<td></td>
</tr>
<tr>
<td>9. Provide additional support in all classrooms to allow for increased differentiation provided through small group instruction.</td>
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</tr>
</tbody>
</table>
### GOAL 2

**MATH:** The percentage of 5th grade students scoring at or above the proficient level on the NWEA – MAP assessment will increase from 71% on the Spring 2015 assessment to 76% on the Spring 2016 assessment.

According to data from the Spring, 2015 NWEA-MAP assessment 71% of 5th grade students scored 217 or higher in mathematics. In examining the scores in relation to the content weights for the test it was determined that, in order to achieve this goal, it will be necessary for gains to be made in all domains and, in particular, “Data and Measurement”.

<table>
<thead>
<tr>
<th>Instructional Strategies:</th>
<th>Related Professional Learning Strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Utilize Best Practices to provide Standards-Based classroom instruction.</td>
<td>Provide professional development on the use of the Georgia Math Frameworks.</td>
</tr>
<tr>
<td>2. Utilize STAR Math assessments (3 x year) and quarterly benchmark assessments to identify students in need of intervention. (Gr. 2 – 5)</td>
<td>Provide professional development during grade level PLC meetings on the use of interactive journals in math instruction.</td>
</tr>
<tr>
<td>3. Utilize M.A.P. or m/class Math to identify student baseline scores and individual student growth scores for both meeting and exceeding target goals.</td>
<td>Provide professional development and coaching in the use of Compass Learning.</td>
</tr>
<tr>
<td>4. Utilize assessment data to identify domains of strength/weakness at each grade level (K – 5).</td>
<td>Provide professional development and coaching in the use of Thinking Maps.</td>
</tr>
<tr>
<td>5. Training staff in the use of <strong>Number Worlds</strong> in order to provide teacher-led, mathematics intervention to help struggling learners in RTI (Response to Intervention) Tier 2 and Tier 3 achieve math success.</td>
<td>Provide professional development and coaching in the use of Number Worlds, Rehearsing for the Standards, Math by Domain.</td>
</tr>
<tr>
<td>6. Utilize Word Walls and math journals.</td>
<td></td>
</tr>
</tbody>
</table>
### GOAL 3

**READING:** The percentage of 1st grade students meeting benchmark on the DIBELS reading assessment will increase from 42% on the Spring 2015 assessment to 60% on the Spring 2016 assessment.

**RATIONALE:** According to data from the Spring 2015 DIBELS assessment only 42% of the 1st grade students met or exceeded the benchmark for reading. Our data review suggests that there is an inconsistency in the test administration. While 2 classes showed gains, three classes registered declines. Training will be provided at the beginning of the year to address this concern.

<table>
<thead>
<tr>
<th>Instructional Strategies:</th>
<th>Related Professional Learning Strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Utilize Best Practices to provide Standards-Based classroom instruction.</td>
<td>Provide professional development on the use of the guided readers.</td>
</tr>
<tr>
<td>2. Utilize DIBELS, SRI, STAR Reading/STAR Early Literacy assessments (3 x year) and quarterly benchmark assessments to identify students in need of intervention.</td>
<td>Provide professional development during grade level PLC meetings on the use of read-alouds as needed.</td>
</tr>
<tr>
<td>3. Utilize SRI results to identify student benchmarks and individual student growth scores for both meeting and exceeding target goals. Also utilize assessment data to identify domains of strength/weakness at each grade level (2 – 5).</td>
<td>Provide professional development and coaching in the use of Compass Learning.</td>
</tr>
<tr>
<td>5. Utilize Wilson Fundations, phonics instruction, in grades K – 3)</td>
<td>Provide coaching in the use of SRA (as needed)</td>
</tr>
<tr>
<td>6. Utilize intervention programs (SRA Corrective Reading, Just Words, Wilson Fluency, Successful Reader, Wilson Reading System to provide Tier 2 support for struggling learners. (Grades 4-5)</td>
<td>Provide professional development in the use of Thinking Maps.</td>
</tr>
<tr>
<td>7. Provide additional support in all classrooms to allow for increased differentiation provided through small group instruction.</td>
<td>Provide professional development in the use of Amplify “Now What” grouping tool.</td>
</tr>
</tbody>
</table>
**GOAL 4**  

**READING:** 80% of all Gr. 3 students will score 545 or higher as measured by the Spring 2016 Scholastic Reading Inventory.

**RATIONALE:** In the Fall of 2014 86% of Grade 3 students scored in the “Below Basic” range. This year’s benchmark will be raised. Strategies will be implemented that expose students to the skills necessary to complete the SRI, instruction in order to reach the “Proficient” level.

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Utilize Best Practices to provide Standards-Based classroom instruction.</td>
<td>Provide professional development on the use of the guided readers.</td>
</tr>
<tr>
<td>2. Utilize DIBELS, SRI, STAR Reading/STAR Early Literacy assessments (3 x year) and quarterly benchmark assessments to identify students in need of intervention.</td>
<td>Provide professional development during grade level PLC meetings on the use of read-alouds as needed.</td>
</tr>
<tr>
<td>3. Utilize SRI results to identify student benchmarks and individual student growth scores for both meeting and exceeding target goals. Also utilize assessment data to identify domains of strength/weakness at each grade level (2 – 5).</td>
<td>Provide professional development and coaching in the use of Compass Learning.</td>
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<td>Provide professional development in the use of Thinking Maps.</td>
</tr>
<tr>
<td>7. Provide additional support in all classrooms to allow for increased differentiation provided through small group instruction.</td>
<td></td>
</tr>
</tbody>
</table>
3. Instruction by highly qualified professional staff

Response:

Highly Qualified Percentage: __100__% of teachers at our school are Highly Qualified

__100__% of Para Professionals at our school are Highly Qualified

<table>
<thead>
<tr>
<th>Degrees</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelors</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>Masters</td>
<td>21</td>
<td>42</td>
</tr>
<tr>
<td>Specialist</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>Doctorate</td>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

Teachers at our School and Years of Experience

<table>
<thead>
<tr>
<th>Years of Experience</th>
<th>3 Years and Under</th>
<th>4 to 10 Years</th>
<th>11 Years or over</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12</td>
<td>14</td>
<td>24</td>
</tr>
</tbody>
</table>

4. In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state’s student academic achievement standards.

Response:

A. We have included teachers, principals, paraprofessionals, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs.

The professional learning committee comprised of administrators, teachers and paraprofessionals at Gadsden Elementary School plans for professional learning after a data review, a needs assessment and an interest survey are completed. Using the results, we determine the academic areas that require improved instruction. Professional learning is provided to ensure that teachers are up-to-date with new technological trends and how to incorporate technology into daily instruction. A needs assessment will also be used to assess parent and community needs. Parents will be encouraged to attend training workshops that pertain to improving their child’s learning.

In implementing the Title I School-wide Project, we believe that a variety of professional learning and faculty enhancement hours are necessary to ensure that the teachers, paraprofessionals, administrators, staff, parents, and community are prepared to accomplish these reform strategies.

B. We have aligned professional development with the State’s academic content and student academic achievement standards.

Gadsden will focus professional development in the areas of reading, math, writing, social studies and science. The use of technology as it applies to both instruction and assessment
in these areas will also be targeted. Content of the professional learning will be aligned to State Common Core standards with a focus on areas where testing indicates a need for academic improvement by Gadsden students.

<table>
<thead>
<tr>
<th>PROFESSIONAL DEVELOPMENT</th>
<th>CONTENT</th>
<th>PRESENTED BY</th>
<th>FUNDING</th>
</tr>
</thead>
</table>
| Compass Learning          | Navigating the program  
Adding/deleting students  
Creating classes  
Creating assignments  
Creating reports | District Literacy Coach  
District Math Coach | October 2015  
As needed |
| Wilson Fundations Gr. 3   | Program implementation | Certified Trainer | Sept 2015  
Title I |
| Wilson Just Words         | Program implementation | Certified Trainer | Sept 2015  
Title I |
| Thinking Maps             | Program implementation | Certified Trainer | Oct 2015  
Title I |
| Guided Reading            | Program organization  
Utilization for small group instruction  
Lesson planning | Gadsden Staff  
District Literacy Coach | September 2015  
In-house |
| Technology                | NEO’s ActivSlates  
e-Books  
PowerTeacher  
Compass Learning  
SmartBoards | J. Bagley  
Teacher  
Technology Coach | Beginning September 2015  
In-House |
| Read-Alouds               | Use of Text Talk, Buzz About It, Word Forward programs | Gadsden staff  
District Literacy Coach | October 2015  
In-House |
| SLDS                      | Student Data System | State Trainer | September 2015  
State provided |
| GSE Reading Frameworks    | Learning Tasks | Melisa Webb, Literacy Coach | Alternate Tuesdays  
District Funded |
| GSE Math Frameworks       | Learning Tasks | Latasha Quarterman, Math Coach | As scheduled by District  
District Funded |
| DIBELS/m-Class            | Use of data to differentiate instruction | S. Price, Literacy Coach | Alternate Tuesdays  
District Funded |
| NWEA-MAP                  | Use of data to differentiate instruction | Latasha Quarterman, Math Coach | TBA  
District Funded |
| Collaborative Teaching    | Roles of SPED and Classroom teachers in a collaborative classroom. | District DSS | Sept 2015  
District Funded |
| Science                   | Topics dependent upon grade level | District Science Coach | TBD  
District Funded |
| Social Studies            | Use of Primary Sources | District SS Coach | TBD  
In-House |
| Math by Domain            | Math Intervention | Site teachers | TBD  
In-House |
The District provides Gadsden with a Literacy Coach, a Math Coach, and a Technology Coach. The coaches are in the school every other week to observe instruction, give feedback, model lessons, assist with individual and grade level planning, and provide professional development on topics requested by teachers and Administration. This year a Social Studies and a Science Coach have been assigned to support Gadsden. They will be on-site once a month.

In addition, Gadsden has worked to develop a cadre of teachers who have developed a strong base of knowledge in programs that have been purchased so that sustainability over time can be achieved. These teachers provide not only the training to new staff but serve as a resource for other teachers.

C. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems.

Gadsden Elementary School has devoted the financial and personnel resources needed to effectively carry out the professional development activities. All staff are afforded the opportunity to attend district-wide professional development activities as well as workshops that might have a positive impact on classroom instruction that occur throughout the state and the nation. All needed professional development activities are funded through the use of Title I and District funds.

Gadsden will utilize on-site presenters, coaches, webinars and content area specialists to provide training in assessments, academic content, and instruction strategies. Substitutes will be utilized so that teachers can devote larger blocks of time and receive more in-depth training then could occur during regular PLC meetings.

A calendar outlining the year’s professional development offerings and a timeline will be presented to staff at the beginning of the year and adjustments made as the year progresses.

D. Teachers will participate in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways:

All staff received an introductory training in the administration of DIBELS, mClass Math, SRI, MAP and STAR assessments and how data can be used to identify students in need of intervention. Further training will be provided to assist teachers in setting up interventions, progress monitoring, and revision of interventions based on the progress monitoring data. Teachers will also receive additional training in the format for conducting efficient and effective Data Team meetings.
### 5. Strategies to attract high-quality highly qualified teachers to high-need schools.

**Response:** Savannah Chatham County Public School System’s (SCCPSS) Human Resource Department in conjunction with Title 1 schools employ a number of methods to recruit high-quality highly qualified teachers to include using: Teachers-Teacher.com, K-12 Job Spot, EdWeek –Top School Jobs, College Educator Fairs, Tweets, Career Recruitment Fairs, and SCCPSS website postings.

The SCCPSS Human Resource Department screens all applications to insure that teachers are high-quality high qualified prior to releasing application for interview to Title 1 schools. This ensures that all teachers hired are properly vetted before a school begins the interview process.

### 6. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.

**Response:** In an effort to strengthen student academic achievement by increasing family involvement, we have involved our parents in decisions regarding how the 1% reserved fund will be used for parental involvement; we have involved parents in the planning, review, and improvement of the school-wide program plan by soliciting their input in the planning and goal setting process, providing updated data on student achievement, and training parents about available resources and appropriate intervention strategies.

We have developed a Parent Involvement Policy (Appendix 1) that includes strategies to increase parent involvement: parent meetings, parent trainings, parent goal setting sessions, parent volunteer opportunities. Our Parent Involvement Policy was developed with input from teacher, parents and community members. School-Parent compacts which are intended to build a strong partnership between home and school have been developed with input from teacher, parents, students and teachers (Appendix 2).

Parent verbal and written communication and opinions are highly valued and collected when possible at meetings, during conversations and through surveys.

To keep parents and the community better informed of our intentions related to family involvement we will make the school-wide program plan, Parent Policy and School-Parent Compacts available to the LEA, parents, and the public (internet, at public meetings and in the school’s Parent Resource Center).

*Parent Meetings and Survey Feedback - April 30, 2015*

The faculty and staff of Gadsden Elementary School realize the importance of family in helping students to be successful in school. The results from the survey will assist us in planning on how best to work with our families to provide a quality education for our students in the upcoming school year.

Gadsden parents felt strongly that the school provides parents with opportunities to share feedback and ideas regarding the school’s parental involvement program and activities with 93% indicating that the school did quite well or extremely well in this area.

The-Student-Staff-Parent Compact was re-designed this year to give parents grade specific information about promotion requirements, curriculum, focus standards, and strategies for success. This endeavor
was well received by parents as evidenced by the feedback received. They felt it was easy to understand and that it outlined clear goals and expectations for the school year. Parents stated that the Compacts gave them a clear understanding of the promotion requirements for each grade level. They also stated the Compact clearly outlined what was needed for their child to be successful in school and helped them to better understand how to help their child at home.

When asked how they would like to see the parental involvement funds utilized, parents cited continued funding of the Parent Involvement Coordinator position, additional parent workshops, purchasing materials for use at home, and access to technology.

Parents felt that the school has done an excellent job in providing timely information that is easy to understand. 87% of the respondents felt that the school did quite well or extremely well in this area. Parents gave a few suggestions that might be helpful in this area such as providing more parent workshops, more frequent PTA meetings, and providing a suggestion box in the Parent Center. Teacher communication was seen as exceptional with 94% reporting that they are contacted on a regular basis so that they are always aware of how their child is performing in class and if there are any areas that they could provide additional assistance at home. Flyers and call-outs remain the preferred mode of communication while the web-site was seldom accessed. E-mails and text messages are gaining popularity.

Parents indicated a need for additional training in the areas of reading, math, and technology. They had several suggestions for ways that would help them to assist their children:

- Parent Workshops
- Parent assistance with understanding homework
- Homework helpline
- Parent University just for Gadsden parents
- Continue to have as many parent nights as possible

83% of the parents felt that Gadsden presents with a friendly and welcoming environment. There was no strong preference as far as the best times for meetings (19% saying they would attend morning meetings; 26% would attend evening events). Parents did express a need for increase access to online information.

Those who attended school-sponsored events found them helpful and informative. The Kindergarten Orientation and the 5th Grade Specialty Programs expo were particularly well received. Open House and Parent Academies were seen as valuable as well. Gadsden will continue to offer programs that will increase parent involvement and that help build the capacity for them to be partners in their child’s education.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs and/or students entering middle or high school to include new student during the school year.

Response:

Transition to school is a major life change for young children (Slavin, Karweit, and Wasik, 1993). Many children have had prior non-parental childcare experiences in which they have regularly interacted with peers and been a member of a large group of children. Gadsden houses the state-funded pre-kindergarten program for four year olds to provide access to high quality education through developmentally appropriate instruction. Gadsden’s staff also believes transition from elementary to middle grades is equally important. This plan will help assure a smooth transition from both pre-school and fifth grade.

The Gadsden Elementary Pre-Kindergarten Transition Plan includes the following components:

- Invitations/Pamphlets are distributed to HeadStart and Private Day Cares.
- Kindergarten Orientation provides parents/students with necessary information and expectations for a successful year.
- Additional preparation events to assist parents are advertised.
- Formal and informal assessments for readiness skills are administered in pre-kindergarten and kindergarten.
- Parent conferences are held throughout the school year.
- Tours of the school are given to prospective parents and students.
- Parent workshops are conducted to help build better communication with school and the home.
- Pre-school intervention program meets the needs of children who are developmentally delayed in speech and/or hearing.

At Gadsden, we want our students and their parents to be able to make informed decisions when planning a path for their future education. Some of the activities and events planned in an effort to accomplish this goal are:

- Specialty School Awareness Night: A special evening is planned for the 5th grade students and parents where representatives from all middle school specialty programs come to provide information about the benefits and course of study being offered at each site.
- Gadsden’s Community Involvement Facilitator assists parents in completing the online registration package required for specialty schools.
- 5th Grade teachers invite parents in for 2 5th Grade Parent Academies to share information about the requirements and expectations of middle school.
- The guidance department provides education in 18 Career Clusters culminated by a 5th Grade Research/Writing Assignment and a presentation. This is designed to help students make informed decisions about their career paths and learn more about those careers that are might align with their interests.

8. Measures to include teachers in the decisions regarding the use of academic assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the
achievement of individual students and the overall instructional program.

Response:

The primary purposes for assessment and evaluation are to determine what each student has learned, build student self-esteem, improve instruction, assess curriculum goals, and examine the student learning process. With these in mind, Gadsden’s instructional staff is involved in decision making relevant to the use of assessment in planning for both instructional program improvement and individual students’ progress. This process encompasses a variety of methods used to assess Gadsden’s students.

A schoolwide “Leadership Team” meets monthly and reviews data from a variety of sources (CRCT, SRI, MAP, DIBELS, M-Class, GA Writing Skills, STAR testing, etc.) and provides direction so that Gadsden staff members can meet in professional learning communities to analyze student data particular to their teaching area or grade level and pursue a path that is aligned to school goals.

During their weekly meetings grade level professional learning communities also review progress monitoring and screening data as well as data from pre-tests. The analysis is utilized to identify student strengths and weaknesses, set “SMART” goals, develop a timeline for implementation, and devise a means to assess learning. At the end of each assessment cycle, results are reviewed and a plan to “re-teach” concepts to those students who have not achieved mastery is mapped out for implantation.

For students who are experiencing difficulties there is further assessment. This involves Gadsden’s comprehensive RTI (Response To Intervention) Process. Tier 2 interventions are devised during grade level RTI meetings. If these prove unsuccessful the student is referred to Tier 3 for review by the RTI Team. The RTI team is comprised of the counselor, teachers involved with the student, an administrator, the school psychologist, the school social worker, the Behavioral Strategies Specialist, and the parent(s). These staff members follow a very detailed series of events, and their main objective is to provide prescriptive, alternative strategies to target specific weaknesses (academic and/or behavioral). If these modifications are not successful at a Tier 3 level then a special education referral is made.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by Section 1111(b)(1) shall be provided with effective, timely additional assistance, which shall include measures to ensure that students’ difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Response:

A. We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely, additional assistance. Those activities are ...(especially for those students who are struggling) Measures to ensure that students’ difficulties are identified on a timely basis

Measures are taken to ensure the students’ difficulties are identified on a timely basis to provide sufficient information on which to base effective assistance. A variety of methods of
assessment, both formal and informal, will be utilized. The methods include:

- Teacher observation
- Student performance
- Teacher made assessments
- Quarterly assessments
- Benchmark assessments
- GMAS scores
- M.A.P. scores (Math)
- SRI (Scholastic Reading Inventory)
- SPI (Scholastic Phonics Inventory)
- DIBELS progress monitoring
- STAR Reading/Math/Early Literacy

The results from these assessment instruments are reviewed at professional learning community meetings and plans are devised to help all students achieve mastery. Teams work collaboratively to provide Tier 2 interventions for those students identified as experiencing difficulties mastering standards. Alternative strategies that might be utilized include:

- peer tutoring
- reduced workload
- Wilson Double Dose
- Wilson Reading System
- Wilson Fluency
- Wilson Just Words
- Mathematics Intensive Intervention
- Fact Box – Addition/Subtraction and Fact Box – Multiplication/Division
- SRA reading intervention programs
- TouchMath
- Number Worlds
- Math by Domain
- Rehearsing for the Standards - Math
- Read Naturally
- small group instruction
- one-on-one teaching
- after-school tutorial program
- 21st Century Centers Project
- assistance from trained volunteers
- Summer School
- Extended time for completion of assignments

Title I services are provided for those students who perform poorly on standardized tests and who are identified by teachers as needing extra assistance. Gadsden students receive services through the least restrictive inclusion model.

B. Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties
Teachers and paraprofessionals are provided with professional development opportunities on an on-going basis throughout the school year. Both district and site-based trainings are available. An intensive effort is underway to train staff in the use of TiNET as the data keeping tool for the RTI process. Gadsden is also embarking on training staff in the continuum of skills that research has defined as the stepping blocks in the development of literacy skills. Staff will be trained in the use of a screening assessment and progress monitoring tools. Additional training will take place in the use of the Descartes Report available from the NWEA MAP assessment that will provide teachers with the information needed to differentiate instruction based on assessed deficiencies in math.

C. **Teacher-Parent conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to the student at the school or in the community**

Because parents must be made aware of and approve programs and modifications for their children, teachers must meet with parents to discuss and explain student progress in all areas of difficulty. Parent insight into possible causes of problems, or solutions to the problem, are vital to proper diagnosis and remediation. Through parent/teacher conferences, SSP documentation, and SST meetings, parents are kept up to date and involved in the child’s performance and the assistance rendered.

When classroom strategies do not prove effective, children are evaluated through a formal RTI process. Classroom modifications are the first step in this process. The teacher then fills out a questionnaire and checklist about the child identifying areas of difficulty. At this point, if the SST decides that further evaluation is necessary, parental permission is obtained for a vision and hearing screening and a battery of psychological tests. This RTI process does not always result in a special education referral.

If a child is found to be eligible for special education services, an Individual Education Plan (IEP) is designed to reflect and address specific needs and capabilities/limitations of the child. Students identified as having Specific Learning Disabilities (SLD) receive services from a teacher certified in special education. Classroom and testing modifications are planned and implemented between the classroom teacher and the SPED teacher. A speech teacher provides assistance and modifications for those students displaying problems with communication.

Students who qualify may receive Early Intervention Program (EIP) assistance within their classrooms. Support staffing provides a greater opportunity for more individualized instruction.

Children found to be Mildly Intellectually Disabled (MID) or emotionally or Behaviorally Disabled are placed in programs prescribed by their individual evaluation results. Some students who do not meet the guidelines for established programs may be placed on a 504 program which would allow special provisions to be made to meet the individual needs of the child.

The above information is in accordance with guidelines set in Section 1112 (b) (1) of the
Local Educational Agency Plans.

EXAMPLES OF SPECIFIC INITIATIVES:

Targeted Reading Instruction
a. **NAME OF PRACTICE:** Targeted Reading Intervention  
   b. **GOAL OF PRACTICE:** To improve third, fourth and fifth grade reading scores as measured by the Scholastic Reading Inventory  
   c. **TARGET POPULATION:** All 3rd through 5th grade students  
   d. **FREQUENCY:** 3 x week; Sessions will last 45 minutes  
   e. **DESCRIPTION:** Two Targeted Reading periods will be set up for each grade level. These sections will meet three days a week for 45 minutes. Each session will be set up to service approximately 50 students (2 classes combined). Three additional support teachers will be assigned to assist the classroom teachers during each of the sections in providing instruction. Teachers will evaluate data from a variety of sources (CRCT, SRI, STAR Reading). Based upon the data students will be assigned to groups and instruction will be provided in areas of assessed need: comprehension, fluency, word work/vocabulary development. Students with significant reading deficiencies will be grouped together and provided a systematic, corrective reading program. Students with no deficiencies will be provided enrichment through novel study. Data will be reviewed throughout the year and groups will remain flexible in order to address changing needs.

Grade K-5 Compass Learning Math
a. **NAME OF PRACTICE:** Use of Compass Learning Math  
   b. **GOAL OF PRACTICE:** To improve second grade math RIT scores as measured by the NWEA-MAP  
   c. **TARGET POPULATION:** All 2nd grade students  
   d. **DATE OF IMPLEMENTATION:** September 2013  
      **FREQUENCY:** Daily in all 2nd grade classes  
   e. **DESCRIPTION OF INSTRUCTIONAL PRACTICE:**
      • The Compass Learning Odyssey intervention tool is used to support instruction that is targeted to individual student’s areas of need in the domains of operations and algebraic thinking; number and operations in base 10 and fractions; measurement and data; and geometry.  
      • Students are expected to work on their individualized curriculum pathways for a minimum of 60 minutes every week.  
      • Teachers are expected to review the data every week and provide assistance based on needs during small group/center time.  
      • Implementation is monitored by administration and weekly status reports are generated and shared with staff.  
      • Professional development is provided in order to give staff a better understanding of the program and how they could utilize data from reports to guide instruction.
10. Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training

**Response:**

<table>
<thead>
<tr>
<th>Programs/Services</th>
<th>School Year 2015 - 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title I, Part A: Improving Basic Programs Operated by Local Education Agencies Targeted Assistance Program</strong></td>
<td>Teachers to provide additional support and reduce the pupil/teacher ratio.</td>
</tr>
<tr>
<td></td>
<td>• Ms. P. Baker – Science Teacher (K – 5)</td>
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<td></td>
<td>• Ms. K. Bell – Reading and Math (Gr. 3 – 5)</td>
</tr>
<tr>
<td></td>
<td>• Ms. M. Cuevas – Reading and Math (Grade 3 – 5)</td>
</tr>
<tr>
<td></td>
<td>• Ms. M. Moore – Gr. 4 – Reduced Class Size</td>
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<tr>
<td></td>
<td>• Ms. Deborah Baran – Reading and Math (Gr. 2 – 5)</td>
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<tr>
<td></td>
<td>• Ms. L. Futch – Paraprofessional (Reading and Math)</td>
</tr>
<tr>
<td></td>
<td>• Ms. C. Gary - Paraprofessional (Reading and Math)</td>
</tr>
<tr>
<td></td>
<td>• Ms. L. Taylor - Paraprofessional (Reading and Math)</td>
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<tr>
<td><strong>Title I funds will be utilized to purchase items which will assist students in mastering Georgia Performance Standards.</strong></td>
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<td></td>
<td>• Technology: I-Pads, Chromebooks, Laptops, Doceri, Compass Learning (K &amp; 1)</td>
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<td></td>
<td>• Reading/Math Intervention Programs: SRA, Wilson Fluency, Wilson Just Words, Wilson Reading System, Read Naturally, Number Worlds</td>
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<td>• Literacy Resource Materials: used in classroom literacy centers to support the development of phonemic awareness, phonics, fluency, vocabulary, and comprehension skills</td>
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<td>• Guided (Leveled) Reading Programs: Scholastic Non-Fiction Library, Scholastic Text Types Library, Scholastic Short Reads Library</td>
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<td>• Listening Center Libraries: Approximately 200 titles each with a CD and 6 books. These titles are leveled A – Z, similar to the set-up of the Guided Readers Program</td>
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<td>• Primary Resources for Social Studies: Classroom Map &amp; Globe Program, Teacher Created Materials Primary Resources Program (replicas of letters, articles, photos, maps, documents)</td>
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<td>• Fiction/Non-fiction books to supplement core instruction</td>
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<td>• After-School Tutorials</td>
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<td></td>
<td>• Spring GMAS Saturday School</td>
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<td>• Customized Professional development activities for teachers</td>
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<td></td>
<td>• Parent involvement activities and materials to help parents support their students at home</td>
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<tr>
<td><strong>Title II A: Teacher and principal Training and Recruiting Fund</strong></td>
<td>Professional Development Courses as needed by individual or groups of teachers</td>
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<td>Substitutes during such activities</td>
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<td>Stipends for teachers to attend PDs</td>
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<tr>
<td><strong>Title V, part B: 21st Century Learning Communities</strong></td>
<td>After school tutorial for both remediation and enrichment</td>
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<tr>
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<td>Educational, Psychological, and Social Development of all students</td>
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<tr>
<td>Source</td>
<td>Fund Uses</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------------------------------------------------------------</td>
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<tr>
<td>Carl Perkins</td>
<td>N/A</td>
</tr>
<tr>
<td>CHANCE (Small Learning Communities)</td>
<td>N/A</td>
</tr>
<tr>
<td>ESPLOST</td>
<td>Technology upgrades</td>
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<tr>
<td></td>
<td>Building Upgrades</td>
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<tr>
<td>State Funds</td>
<td>REP –for Math and Reading remediation</td>
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<td></td>
<td>Gifted and Talented Education Teachers</td>
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<td></td>
<td>Media Center books and technology</td>
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<td>Instructional supplies</td>
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<td>After school and Saturday School tutoring</td>
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<td></td>
<td>Special Education teachers and paraprofessionals</td>
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<tr>
<td>Local Funds 349/and or 322</td>
<td>Local Salary Supplements for additional support after school; Saturday school; credit recovery; tutorial; Incentive Programs Fulltime Nurse</td>
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<tr>
<td>Other</td>
<td>PTA</td>
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<td>Business Partners</td>
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</table>

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

Response: Parents will receive individual student test results for all required state assessments. For state tests, individual student results are sent to the local schools where the results are given to the parents in hard copy with explanations through conferences, in the student folders sent home each Friday or mailed to the student’s home. Interpretation of test results is sent with the student scores. Whenever possible, letters explaining results are translated in the student’s home language. Parents will be invited to parent-teacher conferences so that teachers may provide detailed explanations of local, state and national assessments and to discuss individual student achievement. Between those conferences, teachers communicate with parents on a regular basis through phone calls, emails and weekly reports. RTI and IEP meetings are other opportunities for parents to discuss their student’s achievement with teachers and other professionals.

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

Response: The College and Career Ready Performance Index (CCRPI), is a comprehensive school improvement, accountability, and communication platform for all educational stakeholders that will promote college and career readiness for all Georgia public school students. The CCRPI is available to parents and the community on the Georgia Department of Education website (www.doe.k12.ga.us). Each Chatham County Public School’s data is published in the District Accountability Plan posted on the website (www.sccpss.com). The report includes trends in data and highlights programs that schools are implementing to increase student achievement. The most recent version is included with this schoolwide plan which will be available for parent to read at the parent center. Each school year, Gadsden Elementary School works with the Office of Student Research and
Accountability to update and maintain the most current data and information that identifies trends within the data.

- Last school year’s student composite and disaggregated data
- The school’s composite and disaggregated data
- Trends in data
- Teacher and student demographic data
- Highlights of programs being implemented to increase student achievement
- Student highlights

<table>
<thead>
<tr>
<th>13.</th>
<th>Provisions to ensure that disaggregated assessment results for each category are valid and reliable.</th>
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<tr>
<td><strong>Response:</strong></td>
<td>The statistical validity and reliability of the instruments administered are maintained by the Georgia Department of Education. Also, initial reports of assessment results will be downloaded from the GADOE portal and reviewed for accuracy. Teachers and staff will be trained by the school Testing Coordinator for each test administration throughout the school year. This training will make certain that the testing results will be valid and reliable. Additionally, a designee from the Special Education Department, the ELL Coordinator, the Gifted Coordinator and the 504 Coordinator will all collaborate to appropriately code groups that require testing accommodations.</td>
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<td><strong>Response:</strong></td>
<td>For each major assessment throughout the year, the overall results of the testing, (GMAS, EOCs, SRI, MAP, DIBELS) as well as the data disaggregated by subgroups, will be shared with the faculty and staff. The central office will prepare a press release of disaggregated data that will be posted to the Chatham County School System website. Additionally, a link to this site will be included on Gadsden Elementary School’s website. Additionally, this information will be released to the local media. The Principal will present a summary of the testing data to the School Council, which will consist of community members, parents, and teachers. The Leadership Team will prepare disaggregated data, charts, and graphs to be displayed in data rooms throughout the school. A summary of testing data will also be presented to stakeholders through email messages, school-wide announcements, workshops, and other communication methods.</td>
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<tr>
<th>15.</th>
<th>Plan developed during a one-year period, unless the LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program</th>
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<tbody>
<tr>
<td><strong>Response:</strong></td>
<td>The school leadership teams met multiple times during the school year to review data, prioritize needs, and develop strategies to increase student achievement. The goals of the plan were shared with teachers during pre-planning. Parents, students (where applicable) and community partners were invited to provide input and feedback. This plan is intended for implementation throughout the 2015-2016 school year. Revisions will be made as new data is presented.</td>
</tr>
</tbody>
</table>
16. **Plan developed with the involvement of the community to be served and individuals who will carry out the plan, including teachers, principals, other school staff, and pupil service personnel, parents, and students (if secondary).**

*Response:* Parents and stakeholders are invited to a Parent Forum in which a variety of topics are discussed. They are contacted by various means such as flyers, marquee announcements, call-out, and messages on the school’s website. At the meeting, committee members are given an update of schoolwide data, and areas of strengths and weaknesses are shared. The schoolwide plan is reviewed and together the committee discovers the schools needs of the most at-risk students and what the instructional focus needs to be and what needs to be done to meet those goals. The Title 1 budget draft is shared and parents and stakeholders are encouraged to provide feedback and offer input on how the Title 1 funds should be spent at Gadsden Elementary School. The Title 1 parent involvement policy is reviewed from 2014-2015. School-Parent Compact and the schoolwide Calendar of Events are shared. Questions are answered which clarifies parents’ understanding of the purpose and layout of the documents. Parents and stakeholders are encouraged to offer feedback on each of the items discussed. Additionally, teachers met during planning times and were given the opportunity to provide feedback on the School Improvement Plan, the Parent Policy and the School-Parent Compacts. Students were also surveyed and their input was taken into consideration as these documents were developed.

17. **Plan available to the LEA, parents, and the public.**

*Response:* All components of our Title I School-wide Plan including the Parent Policy, School-Parent Compact, and School Improvement Goals, are available to all stakeholders upon request. Our plans are also available in the office and school’s website. 
- availability of the plan in the media center and the parent center 
- Plan posted on the website 
- District website under Accountability tab 

A copy of the plan will be provided if requested.

18. **Plan translated, to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.**

*Response:* Gadsden Elementary School’s population for the 2015 - 2016 school year, consists of English speaking students. We do not have a significant sub group of non-English learners. Therefore, Gadsden Elementary School does not currently have a need to provide information in multiple languages. If in the future that need should develop, we will then provide all public notifications and the reporting of data in the language that is appropriate.

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

*Response:* Beginning with the 2012-2013 school year, the GaDOE transitioned from needs improvement (NI) school designations based on adequate yearly progress (AYP) reports to
Reward, Priority, Focus and Alert Schools designations based on ESEA Flexibility Waiver formulas. Title I schools will now implement specific programs and interventions based on Reward, Priority, Focus, and Alert Schools status. In addition, the GaDOE ESEA Flexibility Waiver outlines Georgia’s new Single Statewide Accountability System, the College and Career Readiness Performance Index (CCRPI). The CCRPI will serve as a comprehensive report card for all schools in Georgia. The state system will give parents, students, teachers and families a more complete and comprehensive picture of where a school or district is meeting performance expectations and where it is not.

The Georgia ESEA Flexibility Waiver also eliminated Supplemental Educational Services (SES) and Public School Choice (Choice). However, for schools designated as Priority or Focus (or Alert if they choose to provide the service) the Georgia ESEA Flexibility Waiver provides greater flexibility in designing a Flexible Learning Program (FLP) tailored to the needs of the schools. As a result, these identified schools will have the capacity to serve more students in need of additional academic support.

I am very proud to tell you that Gadsden Elementary School has not been given a school designation this year, which means we are a Title I school that is continuing to provide a quality education to all of our students.
### Schoolwide Program Checklist

All components of a schoolwide program plan must be addressed. Those areas marked Not Met need additional development.

*Denotes required components as set forth in Section 1114 of Elementary and Secondary Education Act of 1965 (ESEA).

<table>
<thead>
<tr>
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<th>NOT MET</th>
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<tr>
<td></td>
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<td>1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).</td>
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<tr>
<td>✔</td>
<td>9</td>
<td>2. Schoolwide reform strategies that:</td>
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<td>• Provide opportunities for all children to meet the state’s proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).</td>
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<td>29</td>
<td>• Use effective methods and instructional strategies that are based on scientifically based research that:</td>
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<td>• strengthen the core academic program in the school.</td>
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<td>• increase the amount and quality of learning time, such as providing an extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum</td>
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<td>• include strategies for meeting the educational needs of historically underserved populations</td>
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<td>30</td>
<td>• Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:</td>
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<td>• counseling, pupil services, and mentoring services;</td>
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<td>• college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and</td>
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<td>• the integration of vocational and technical education programs; and</td>
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<td>31</td>
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</table>
| ✓   | 31   | • Address how the school will determine if such needs have been met; and  
| ✓   | 37   | • Are consistent with, and are designed to implement, the state and local improvement plans, if any.  
| ✓   | 37   | 3. Instruction by highly qualified teachers.  
| ✓   | 37   | 4. In accordance with Section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state’s student academic achievement standards.  
| ✓   | 40   | 5. Strategies to attract high-quality highly qualified teachers to high-need schools.  
| ✓   | 40   | 6. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.  
| ✓   | 42   | 7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.  
| ✓   | 42   | 8. Measures to include teachers in the decisions regarding the use of academic assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.  
| ✓   | 43   | 9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by Section 1111(b)(1) shall be provided with effective, timely additional assistance, which shall include measures to ensure that students’ difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.  
| ✓   | 47   | 10. Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.  
| ✓   | 48   | 11. Description of how individual student assessment results and interpretation will be provided to parents.  
| ✓   | 48   | 12. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.  
| ✓   | 49   | 13. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.  

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