Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

Swainsboro Elementary School
School Improvement Plan

(Revised January 22, 2016)

Valorie S. Watkins, Principal

Rossie Wiggins, Assistant Principal

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School Name: Swainsboro Elementary School	
School Mailing Address: Swainsboro Elementary School 258 Tiger Trail Swainsboro, GA 30401	
LEA Name: Swainsboro Elementary School	
LEA Title One Director/Coordinator Name: Gail Greenway	
LEA Title One Director/Coordinator Signature:	**Date:** August 27, 2015
LEA Title One Director/Coordinator Mailing Address: Gail Greenway, Director of Federal Programs 201 N. Main St. Swainsboro, GA 30401	
Email Address: ggreenway@emanuel.k12.ga.us	
Telephone: 478-237-6674	
Fax: 478-419-1102	

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SWP/SIP Template Instructions

Notes:

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

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

- The asterisk (*) denotes required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).

- Please submit your School Improvement Plan as an addendum after the header page in this document.

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Planning Committee Members:

NAME	POSITION/ROLE
Valorie Watkins	**Principal**
Rossie Wiggins	**Assistant Principal**
Lynn Murdock	**Instructional Coach**
Elizabeth Bishop	**School Counselor**
Ann Rogers	**Media Specialist**
Brooke Frye	**Gifted Education Teacher**
Karin Screws	**Special Education Teacher**
Shanna Foskey	**3rd grade Math / Science Teacher**
Haley Brantley	**3rd grade ELA / Social Studies Teacher**
April Woods	**4th grade Math / Science Teacher**
Whitney Claxton	**4th grade ELA / Social Studies Teacher**
LaPortia Pitts	**4th grade Early Intervention Program Teacher**
Hope Crosby	**5th grade Math / Science Teacher**
Kelli Salter	**5th grade ELA / Social Studies Teacher**
Gail Greenway	**Director of Federal Programs- Emanuel Co. Schools**

SIP Components

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

Response:

A. We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved are members of our faculty and staff that comprise our School Instructional Leadership Team (SILT). The **SILT team** consists of administrators, counselor, instructional coach, media specialist, 3rd, 4th, and 5th grade teacher representatives, a special education teacher, a gifted teacher, an early intervention program teacher, and the district federal programs director. These faculty members participated in the development of this plan by disaggregating data from 2015 Georgia Milestones – End of Grade results and 2015 GRASP (West Georgia RESA Assessment of Student Progress), determining areas of strength and weakness in our curriculum based on these results, and looking at the root cause analyses of these areas. These team members also met with the faculty and staff on their respective grade and/or department levels to communicate the findings and to elicit feedback.

B. We have used the following instruments, procedures, or processes to obtain this information. We used unit test results, progress reports/report cards, RTI information, and progress monitoring, as well as the 2015 Georgia Milestones – End of Grade report to determine strength and weakness areas in our curriculum. This data is broken down into overall academic areas and by specific domain areas. We also used the 2015 GRASP (West Georgia RESA Assessment of Student Progress) instrument. Data from the fall, winter, and spring administration periods was used to determine specific areas of Reading and Math needs. As part of reviewing these data, the team brainstormed possible reasons for our areas of strengths and weaknesses.

~~E.~~C. We have taken into account the needs of migrant children by providing differentiation strategies in the classroom. A system interpreter is also available to work with parents, teachers, and students. As migrant students are identified through the Occupational Survey, families are referred to Mrs. Gail Greenway, our migrant education coordinator, who then contacts the Student Service Provider (SSP) to provide the necessary interventions to meet the needs of our migrant population.

~~F.~~D. We have reflected current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. For example . . .

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

According to 2015 Georgia Milestones –End of Grade results, Level 3 (Proficient Learner) and Level 4 (Distinguished Learner) percentage at our school is as follows:

- 3 – 5 grade ELA – 20.3%
  - 3rd – 23%
  - 4th – 24%
  - 5th – 14%
- 3 – 5 grade Math – 23.3%
  - 3rd – 20%
  - 4th – 34%
  - 5th – 16%
- 3 – 5 grade Science – 23%
  - 3rd – 22%
  - 4th – 33%
  - 5th – 14%
- 3 – 5 grade Social Studies – 22.6%
  - 3rd – 14%
  - 4th – 37%
  - 5th – 17%

The percentage of Level 3 and Level 4 falls below the state average in all areas.

Current 2015 GRASP Meets and Exceeds percentages, are as follows:

- Oral Reading Fluency – 3rd grade –47.1%; 4th grade –55%; 5th grade –53.4%
- Reading Comprehension – 3rd grade –38.6% 4th grade – 45.8%; 5th grade- 40%
- Math Concepts and Applications Version A – 3rd grade – 37.3%; 4th grade – 66.8%; 5th grade – 28.2%
- **Math Digit Fluency – 3rd grade - 46%; 4th grade – 61%; 5th grade – 15%**

Our school data is shared at faculty meetings, school instructional leadership team, school council, and our annual PTO/Title 1 Parent Meeting in August.

~~G.~~**E.** **We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards and the State student academic achievement standard including**

- **Economically disadvantaged students scoring at Level 3 and Level 4 on Georgia Milestones -End of Grade Test :**
  3 – 5 grade –ELA – 20%; Math – 24%; Science – 23%; Social Studies – 22%.

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- **Students from Major racial and ethnic groups . . .**
  SES black students students scoring at Level 3 and Level 4 on Georgia Milestones -End of Grade Test:
  3 - 5 grade - ELA – 8%; Math – 13%; Science – 13%; Social Studies – 12%.
  SES white students scoring at Level 3 and Level 4 on Georgia Milestones -End of Grade Test:
  3 – 5 grade – ELA – 39%; Math – 33%; Science – 34%; Social Studies – 33%.
- **Students with disabilities scoring at Level 3 and Level 4 on Georgia Milestones -End of Grade Test:**
  3 - 5 grade –ELA –6%; Math – 4%; Science – 7%; Social Studies – 4%.

~~H.~~F. The data has helped us reach conclusions regarding achievement or other related data.

- The major **strengths** we found in our program based on same as state average or above state average % correct (Level 3 and Level 4) on Georgia Milestones End of Grade School Performance Report were the following:
  4th grade – Science 33% Level 3 and Level 4 - same as state average
  4th grade – Social Studies 37% Level 3 and Level 4 -above state average

- The major **needs** we discovered based on below % accuracy (Level1 and Level 2) on Georgia Milestones End of Grade School Performance Summary Report were the following:
  English/Language Arts –3rd (77%), 4th (76%), 5th (86%)grades
  Math – 3rd (80%), 4th (66%), 5th (85%) grades
  Science – 3rd (78%) & 5th (86%) grades
  Social Studies – 3rd (86%) & 5th (83%) grades

  Domains have not been released by the state.

- The **needs we will address** include
  - All Georgia Milestones / End of Grade - ELA content areas
  - All Georgia Milestones / End of Grade Math content areas
  - All Georgia Milestones / End of Grade Science content areas
  - All Georgia Milestones / End of Grade Social Studies content areas

- The **specific academic needs** of those students that are to be addressed in the school-wide program plan will be:
  Reading – Increased focus on oral reading fluency and comprehension skills; Increased focus on close reading of fiction and nonfiction literature to answer text-directed questions; Increased focus on writing as part of Reading instruction; Increased focus on media skills. Saxon Phonics will be implemented with Early

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Intervention Program (EIP) in grades 3 and 4. It will also be implemented in 3rd grade.

ELA – Increased focus on grammar and writing skills; Increased focus on research skills. We will implement writing across the curriculum or content areas during our Tiger Time daily for 40 minutes using the R.A.C.E. writing model. This also addresses reading comprehension by reading and comparing reading passages.

Math – Increased focus on fact and computational fluency; Increased focus on Math concepts and applications; Increase focus on math problem-solving skills; Increased focus on math vocabulary. We will implement Math Design Collaborative (MDC) Strategies.

Science – Increased focus on Life, Earth, and Physical Science content; Increase Hands – on opportunities for applying concepts learned; Increase informational Reading and writing within the Science curriculum.

Social Studies – Increased focus on History, Government/Civics, Geography, and Economics content; Increase hands-on opportunities for applying concepts learned; Increase informational reading and writing with the Social Studies curriculum.

Writing – Increased focus on Narrative, Expository, Argumentative, and Response To Literature writings.

- The **ROOTCAUSE/s** that we discovered for each of the needs were . . .
  1) Weak oral reading and comprehension skills are affecting all subject areas.
  2) Difficulty with Math problem-solving and multi-step problems.
  3) Difficulty retaining Math computation skills.
  4) Difficulty reading and comprehending informational texts.
  5) **Weak writing practices across the curriculum.**

~~I.~~G. The measurable goals/benchmarks we have established to address the needs were . . .
The percentage of SES students (3 – 5) Level 3 and Level 4 results in **ELA** will increase from 20.3% to 23.3% on the 2016 End of Grade.

Grades 3 – 5

- For black students, from 8% to 11%.
- For white students, from 39% to 42%.
- For SWD, from 6% to 9%.

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The percentage of SES students (3 – 5) Level 3 and Level 4 results in **Math** will increase from 23.3% to 26.3% on the 2016 End of Grade.

Grades 3 – 5

- For black students, from 13% to 16%.
- For white students, from 33% to 36%.
- For SWD, from 4% to 7%.

The percentage of SES students (3 – 5) Level 3 and Level 4 results in **SCIENCE** will increase from 23% to 26% on the 2016 End of Grade.

Grades 3 – 5

- For black students, from 13% to 16%.
- For white students, from 34% to 37%.
- For SWD, from 7% to 10%.

The percentage of SES students (3 – 5) Level 3 and Level 4 results in **SOCIAL STUDIES** will increase from 22.6% to 25.6% on the 2016 End of Grade.

Grades 3 – 5

- For black students, from 12% to15%.
- For white students, from 33% to 36%.
- For SWD, from 4% to 7%.

The percentage of SES students (3 – 5) Level 4 in **ELA** will increase from 3% to 6% on the 2016 End of Grade.

The percentage of SES students (3 – 5) Level 4 in **Math** will increase from 2% to 5% on the 2016 End of Grade.

The percentage of SES students (3 – 5) Level 4 in **Science** will increase from 4% to 7% on the 2016 End of Grade.

The percentage of SES students (3 – 5) Level 4 in **Social Studies** will increase from 4% to 7% on the 2016 End of Grade.

All 3rd graders will increase on their Reading and Math Student Learning Objectives (SLOs) by 30% comparing Pre and Post SLOs assessment scores

All 4th graders will increase on their Music Student Learning Objectives (SLOs) by 30% comparing Pre and Post SLOs assessment scores

All 4th graders will increase on their P.E. Student Learning Objectives (SLOs) by 30% comparing Pre and Post SLOs assessment scores

The measurable goals we have established to address the needs were . . .

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

College and Career Ready Performance Index Measurable Goals:

Content Mastery

Percent of students scoring at Proficient or Distinguished Learner on the Georgia Milestones ELA EOG (required participation rate ≥ 95%)
Percent of student scoring at Proficient or Distinguished Learner on the Georgia Milestones mathematics EOG (required participation rate ≥ 95%)
Percent of students scoring at Proficient or Distinguished Lerner on the Georgia Milestones science EOG (required participation rate ≥ 95%)
Percent of students scoring at Proficient or Distinguished Lerner on the Georgia Milestones social studies EOG (required participation rate ≥ 95%)

Post Elementary School Readiness

Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs (95%)

Percent of Students With Disabilities served in general education environments greater than 80% of the school day (65%)

Percent of students in grade 3 achieving a Lexile measure equal to or greater than 650 on the Georgia Milestones ELA EOG.

Percent of students in grade 5 achieving a Lexile measure equal to or greater than 850 on the Georgia Milestones ELA EOG.

Percent of students in grades 1-5 completing the identified number of grade specific career awareness lessons aligned to Georgia's 17 Career Clusters

Percent of student missing fewer than 6 days of school (95%)

Predictor for High School Graduation

Percent of students in grade 5 passing at least 5 courses in core content areas (ELA, reading, mathematics, science, social studies) and scoring at Proficient or Distinguished Learner on all Georgia Milestones EOGs (95%)
Percent of students' assessments scoring at Distinguished Learner on all Georgia Milestones EOGs (95%)

*2. Schoolwide reform strategies that are scientifically researched based.
Math - We will implement strategies to support students who are in the Performance Level 1and lower range of Performance Level 2 based on the Georgia Milestones. We will identify students in grades 3-5 who scored in Level 1 and Level 2 in mathematics on the Georgia Milestones or were more than 15 points below Level 3. We will implement small group math instruction and DOE performance tasks. We will match instruction and materials to the level of the learner. We will use Math Journals to encourage more writing in mathematics classrooms. Teachers will utilize OAS (GOFAR) questions and Georgia Milestones sample questions to formulate benchmark questions aligned to state standards. Formative assessment data will be used to align, adjust and differentiate instruction to maximize student achievement in math. We will continue the use of Thinking Maps and other graphic organizers to support Math instruction and encourage higher order thinking. We will incorporate fact fluency building activities with the use of Rocket Math program and Extra math.org. The RQWQCQ (Read Question Write Question Compute Question) strategy will be used to help in solving math word problems. We will incorporate the use of small groups and students working in pairs using flashcards in Math classes to improve fluency and computational skills. We will increase the use of manipulatives in our daily math instruction and provide scaffolding for students who are struggling to grasp concepts. An emphasis on teaching and assessing Math vocabulary will be placed on daily instruction. We will also incorporate strategies for solving word problems into daily instruction. Some of these strategies include SQR, mnemonics, visualization, graphic organizers, Daily Math Review (DMR), and cooperative learning. Students will be taught to do "think alouds" as part of their daily math instruction. We will implement an Afterschool Program (1- 2 months prior to End of Grade) for students not meeting or meeting (800 – 815) who continue to struggle in Mathematics. We will utilize Georgia Online Formative Assessment Resource (GOFAR), extramath.org, and BrainPop to provide remediation and acceleration for students. We will continue the integration of technology such as Student Response Systems and interactive whiteboards into the curriculum as a means to motivate and support students' conceptual understanding and independent application of the core curriculum. Increase use of websites such as Kahn Academy to build Math skills. Ipads will be used in SWD classrooms to enhance instruction for students with Autism and more severe intellectually disabilities. We will continue to **i**mplement ClassWorks, a research-based computer program, to provide skill-level instruction and project-based extension activities in the areas of Reading and Math in order to offer real world learning, opportunities for collaboration, creativity, and problem-solving. **Science and Social Studies** – We will provide 45 minutes daily of instructional time for SS/Sc instruction in all grade levels. We will be implementing a two member teacher team (one teacher teaching ELA/SS, one teacher teaching Math, /Sc) with 90 minutes of instructional time. We will increase the amount of writing done in academic

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

classes to allow for more rigorous and relevant instruction. We are implementing R.A.C.E. during Tiger Time daily. More hands-on, investigative instruction will be utilized to encourage depth of knowledge and higher-order thinking by students. Informational reading comprehension strategies such as SQ3R will be utilized in instruction to increase student understanding of concepts. A focus will be placed on increasing more cooperative learning within the Science/Social Studies classrooms to allow for smaller, flexible group instruction. The use of graphic organizers will be increased to develop content vocabulary and understanding of content material. We will also use Internet resources such as Brain Pop to encourage more understanding of these topics of study. As part of CCGPS, close reading will be implemented in the Science/Social Studies classrooms.

Writing - We will implement writing areas across the curriculum. There will be an increased focus on writing in Math, Science, and Social Studies. The Science and Social Studies curriculum will implement more expository writing to include research skills. All subject areas will teach students strategies for answering open response type questions by providing them with examples of strong and weak work. Scaffolding of response will be implemented in classrooms. Students will be taught the writing process using Thinking Maps and other graphic organizers.

We will continue to implement ClassWorks, a research-based computer program, to provide skill-level instruction and project-based extension activities in the areas of Reading and Math in order to offer real world learning, opportunities for collaboration, creativity, and problem-solving.

ELA/Reading - We will continue to implement guided reading groups based on Lexile scores, Scholastic Reading Inventory (SRI), Measures of Academic Progress (MAP) and instructional levels of students. In keeping with the Georgia Standards of Excellence (GSE), we will integrate novel studies into our curriculum as well as continuing with the use of leveled readers. Small group instruction will be implemented during Reading instruction to increase reading fluency and reading comprehension strategies. Process writing will be addressed using thinking maps and other graphic organizers. Open-ended response type questioning will be utilized to increase the rigor in classrooms. To address the need for improving Media Literacy, our media specialist will develop lessons each month focusing on specific needs areas to instruct classes. Teachers will sign up for their classes to participate in lessons. We have developed a school level Literacy Team, consisting of representatives from all grade levels and content areas, to determine literacy needs in our school in keeping with the Georgia Standards of Excellence (GSE) focus in this area. Scholastic Reading Counts will be implemented school wide to encourage and reinforce reading skills. Scholastic System 44 and READ 180 will be implemented to provide additional reading support for identified students in need of additional reading instruction.

We will continue to implement ClassWorks, a research-based computer program, to provide skill-level instruction and project-based extension activities in the areas of

*2. Schoolwide reform strategies that are scientifically researched based.
Reading, Math, and Science in order to offer real world learning, opportunities for collaboration, creativity, and problem-solving.

2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.
• The ways in which we will address the needs of all children in the school, particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standards, are to provide additional interventions and support. We identify the students scoring at Performance Level 1 on the Georgia Milestone and provide additional Early Intervention Program support for these students. We also use GRASP data to help determine students in need of additional support. We will use Tiger Time (40 minutes) daily to provide all students with additional writing and reading instruction using R.A.C.E. Tiger Time is also used iReady to provide a focus on reading and math interventions. We will implement Reading Triumphs program as an intervention for SWD and EIP students. We will implement an afterschool program (approximately 10 weeks) for students not meeting or meeting (785 – 815) who continue to struggle in Reading and Math. We will provide intensive Reading instruction using Reading Triumphs and Reading Horizons Intensive Phonics to help SWDs with Reading difficulties. We will implement Scholastic READ 180 and System 44 in a lab setting for students qualifying for additional reading support based on Georgia Milestone scores, Scholastic Reading Counts Inventory, and GRASP results. Touchmath is used to provide additional Math strategies for SWDs. We will provide Co-teaching and Supportive Instruction for SWDs within the general education environment. We will integrate technology into our curriculum through the increased use of interactive whiteboards, Elmo document cameras, iPads for SWDs, and a mobile lab. We will also use student response systems to help assess students' understanding of concepts in order to provide immediate feedback. We will match instruction and materials to the level of the learner (using lower leveled text to increase higher level thinking) using guided reading groups and developing independent readers by implementing individual reading logs for students. Enrichment activities such as a Chess Club will be provided for students to promote problem solving and higher order thinking. Our school (& district) has initiated PBS (Positive Behavior Support System) to promote a positive environment that will enhance learning by daily reinforcing school-wide expectations of our students. We provide weekly and monthly recognition of students demonstrating the system's core values of being responsible, respectful, and safe while at school. We also provide a Reflection Room for students who need a temporary time-out when not displaying positive

2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.
behavior in the classroom. Our Reflection Room is monitored by a paraprofessional who helps redirect the student's behavior while helping him/her continue with classroom assignments. • Teachers will provide meaningful commentary on specific student work to allow students to revise work and to understand their strengths and weaknesses. • Counselor will provide Check-In Check-Out Behavior Intervention with specific students to address needs. We will continue to implement ClassWorks, a research-based computer program, to provide skill-level instruction and project-based extension activities in the areas of Reading and Math, in order to offer real world learning, opportunities for collaboration, creativity, and problem-solving.

2(b). Are based upon effective means of raising student achievement.
• Following (or in our appendices) are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies.

2(c). Use effective instructional methods that increase the quality and amount of learning time.
• We will <u>increase</u> the amount and <u>quality</u> of learning time by implementing an afterschool program (1 – 2 months prior to End of Grade) for students not meeting or meeting (800 – 815) who continue to struggle in Mathematics and/or Reading. We will maximize instructional time by limiting interruptions such as intercom. We will increase the amount and quality of learning time by implementing Positive Behavior Support (PBS) school-wide to maintain discipline and appropriate behavior in the classroom and other areas of the school. We will utilize our counselor as a "teacher" of positive character traits. We will utilize our media specialist for providing instruction on Media Literacy and Research skills for students. Access at home will be provided for use of GOFAR, Brain Pop, and ebooks by students and parents. Kindle readers are also available as classroom teaching aides. We also have a partnership with our local colleges, East Georgia State College and Georgia Southern University, where practicum students and student teachers spend time in our classrooms providing new and interesting strategies to teach the common core standards.

2(d). Address the needs of all children, particularly targeted populations, and address

how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).

- We will continue to implement the Response to Intervention process for students identified in need of additional interventions. We will meet with parents to identify weaknesses based on Georgia Milestone data, GRASP data, SRI data, MAP data and classroom grades. Interventions and goals will be set up and fidelity checks will be incorporated to determine effectiveness of interventions. We will progress monitor identified areas (oral reading fluency, reading comprehension, computational math fact fluency, and standards-based math) and use the data to adjust instruction and provide intervention. Our students with disabilities are taught in inclusion classroom settings and are progress monitored. Instruction is aligned with the GSE with differentiation for the specific academic needs of each student.
- An Intervention Dictionary is provided to all teachers to help with providing research-based interventions for students.

*3. Instruction by highly qualified professional staff.

All staff members at SES are highly qualified. SES continues to focus on increasing teacher effectiveness by providing opportunities for teachers to obtain gifted and content endorsements, as well as providing other opportunities for Professional Development.

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

We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. *All staff* at SES are highly qualified. Emanuel County Schools collaborate with surrounding colleges/universities to provide lab settings for practicum and student teachers. Through this process, Emanuel County Schools recruit highly qualified teachers.

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

A. We have included teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs.
Professional Development will be provided to address Response to Intervention needs for students who have been identified as needing tier interventions. Professional Learning Training in the area of effective Math instruction, such as small group Math instruction, use of manipulatives, development of Math strategies, fluency building activities, development of Math vocabulary, and use of Thinking Maps/Graphic

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

Organizers in Math will be provided. Teachers will also receive professional learning opportunities on the Math Design Collaborative (MDC). A math representative from each grade will attend the training. Formative Instructional Practices (FIP) models will continue to be implemented addressing modules 4,5, and 6. Classworks training will be implemented. An increased professional development focus on Writing Across the Curriculum will be provided. Effective differentiation strategies will be provided as part of professional development. Additional professional development with implementing 21st Century Technology will be provided. Webinars will continue to be offered from the state on Fitnessgram, Content area updates with GSE and other topics of concern. Teachers are encouraged to find answers to technological questions, as well as instruction on how to implement various technologies in individual classrooms with guidance from our media specialist and our district technology department. We will continue to implement PLTs conducted by the Instructional Coach in areas of need. Paraprofessional PLT will be provided. Faculty members meet in their respective Professional Learning Communities (PLC) weekly to discuss research-based instructional strategies, lesson plans, and instructional needs of students based on data. Our PLC meetings are used to look at student work samples and analyze formative and summative data in order to make effective decisions to meet the needs of all learners. We will seek assistance through CSRA RESA on reviewing student work samples in a meaningful way to improve student performance. Minutes from these meetings are turned in to the Principal, Assistant Principal, and Instructional Coach for review and feedback. Teacher leaders are also used to provide professional development in subject areas. The instructional coach, counselor and additional faculty will attend SSTAGE Conference "Practical, Proven, & Effective Interventions" to provide staff with professional development in instructional strategies to meet the needs of students who are in RtI process. Instructional Coach models lessons utilizing effective learning strategies. Peer Walks are incorporated to provide effective feedback for teachers. We have developed district Math and ELA teams that meet regularly to create units and assessments aligned to the new GSE. All subject/content area teachers are required to view the training webinars provided by the Georgia Department of Education. We have established a district Literacy team and have developed a school Literacy team. These teams will meet quarterly to address literacy components and ways to incorporate literacy skills in all content areas. Teachers are also provided training via PowerPoint Presentations and discussion, on parent involvement and ways to communicate with parents.

B. We have aligned professional development with the State's academic content and student academic achievement standards by providing ELA and Math GSE workshops to develop units of study and assessments aligned with the new GSE.

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

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

teachers with professional development activities to expand content knowledge and increase research-based instructional strategies through webinars, Professional Learning Training (PLT), the mentoring program for beginning (up to 3 years) teachers, interaction with an Instructional Coach, and conferences.

D. We have provided professional development activities for teachers 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. We provide professional development activities through PLTs and weekly PLC meetings. These meetings include using data from academic assessments to determine changes in the instructional program.

*5. Strategies to increase parental involvement.

A. We have involved parents in the planning, review, and improvement of the comprehensive school-wide program plan by inviting parents to quarterly School Council meetings. Our School Improvement Plan and our Parent Involvement Plan are posted on our school website for parents to view. We will host a Family Reading Night, Family Math and Science Night, and Book Fairs to attract parents after work hours. We have a Parent Involvement Resource Center is housed at our school and this draws in many parents. The parent involvement manager conducts many workshops for parents on a variety of skills and information that are beneficial to parents.

B. We have developed a parent involvement policy in our appendices that
- includes strategies to increase parental involvement (such as family literacy services)
- describes how the school will provide individual student academic assessment results, including a interpretation of those results
- makes the comprehensive schoolwide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)
- compacts required – include with policy
- Parent Involvement checklist included

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

A. Following are our plans for assisting preschool children in the transition from early childhood programs. Also included are transition plans for students entering middle school or high school and entering from private schools plus students entering our school throughout the school year . . .

- In May our 3rd grade teachers meet with parents of Swainsboro Primary School's 2nd grade students to discuss expectations and preparations for upcoming 3rd graders. Recommended books, summer activities, and a supply list are shared with parents followed by a question and answer session. Additionally, the 2nd grade students walk over to SES to tour our school building and visit 3rd grade classrooms.
- Our 5th grade parents and students are invited over to Swainsboro Middle School to a similar presentation by 6th grade teachers and our 5th grade students walk over to visit 6th grade classrooms.

*7. Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program.

We include teachers in decisions regarding use of academic assessment by collaborating at school and district meetings to develop and review unit assessments based on the new Georgia Standards of Excellence.

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

This component requires a description of how the school will implement the programs listed above, a description of how Title I resources and other resources will be coordinated to support student achievement goals in the school improvement plan, and a listing of all state and federal programs consolidated in the school-wide plan.

Headstart and Pre-K students feed into our neighboring school, Swainsboro Primary School.

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

- Title I, Part A – Programs for Economic Disadvantaged Children
- Title II A Part A – Teacher Quality
- Title II Part D – Enhancing Education through Technology
- Title III -ELL
- Title III, Part C – Migrant Education

- Title III – Immigrant Education
- Tile IV – Safe and Drug Free Schools
- IDEA – Programs for Exceptional Students
- Regular state funds from the QBE formula
- Early Intervention Services
- Professional Learning
- Monies from fund raising and private sources
- Title VI-B Rural

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

- Title I funds are used for salaries for 6 teachers to reduce class size.
- Early Intervention Services are federal funds used for tutoring to help prevent students from being referred to special education.
- Professional Leaning funds are used for stipends.
- QBE funds provide routine materials and supplies according to requests from teachers.
- Monies from fund raising (PTO) and private sources are used to provide Georgia Milestone incentives for students.
- In addition, Title 1 resources are used to provide hands-on manipulatives in Science, Math, and Social Studies; GRASP, which is used in August as a pretest and again in December and May to determine academic growth in reading and math for Tier 2, Tier 3, and Tier 4 students; GRASP is used with progress monitoring of Tier 2, Tier 3, Tier 4 students; RocketMath Fact Fluency program used daily in classrooms and computer labs; site license to BrainPop (in both English and Spanish) to provide animated movies about numbers and operations, geometry and measurement, algebra, and data analysis, as well as life and physical science concepts; site license for www.superteacherworksheet.com to provide additional practice worksheets for students needing extra practice in reading, grammar, and math skills.
  EdHelper used to accelerate and remediate Reading, ELA, Math, Science, and Social Studies skills. Small group instruction for Reading and Math will be used to boost the reading and math performance of low, average, and high-achieving students, as well as those with special needs. Scholastic Reading Counts and Scholastic Reading Inventory will be utilized to develop students' reading and comprehending at a range of increasingly more complex texts in order to develop more independent readers. READ 180 and System 44 will be utilized to build reading skills. Hands on Science lab manipulatives and supplies will be used to provide effective research-based instruction for students. Classworks will provide students with additional instruction in Reading/ELA, Math, and Science.
- Title 1 also provides funding for Data Room supplies, replacement bulbs for LCD projectors, as well as other consumables such as ELA, math, social studies, and science workbooks.

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

- The Sudie Fulford Learning Center, Project SENSE, and Magnolia Midlands are available to collaborate with SES in order to provide enrichment activities for our students.
- Career Awareness activities are provided for all students with 5th grade completing a career portfolio.

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

We ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. This includes small group Early Intervention Program services in Reading and Math by certified teachers, computer lab interventions; additional Reading support using MacMillan/McGraw-Hill Reading Triumphs Intervention Program, and additional Math support using fact fluency building activities such as Rocket Math, Small group instruction in Reading and Math, and Touchmath. READ 180 and System 44 will also be utilized to build reading skills. Classworks will be utilized to build Reading and Math skills for all students.

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

We use the GRASP and MAP instruments yearly to identify students scoring within the 25th percentile (GRASP in Oral Reading Fluency, Reading Comprehension (maze comprehension), Computational Fact Fluency, and Standards-based Math skills; MAP in Reading and Math. We also use Georgia Milestone scores to determine students scoring at Performance Level 1 and use the domain scores to determine specific areas of weakness. The GRASP program is also used to provide progress monitoring using CBM probes on a weekly or bi-weekly basis. Data from these probes are graphed to determine if students are making adequate gains in achievement. Unit and/or benchmark assessments in content areas are used to provide teachers with timely data needed for remediation or additional instruction on specific standards.

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

Teachers are provided with training on the Response to Intervention process at the beginning of the school year with frequent monitoring by the RtI Team. Meetings are held each nine-week period to review data and to record outcomes. Decisions based on data

concerning interventions or next steps are made at this time. District Math and ELA teams meet quarterly to work on unit plans and assessments.

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

Parent Teacher Conferences on all RtI students are scheduled each nine-week period to review the progress of students. The progress monitoring data is reviewed and decisions concerning interventions or next steps are made. Parents are provided with specific data concerning their child. They are also given feedback on how to help their student at home. Our Title 1 Parent Involvement Coordinator sets up workshops for parents concerning a variety of topics for helping the students at home. Teachers work with the coordinator in providing effective strategies and suggestions. She also provides parents with information concerning community resources available for them.

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

Teachers send home information on the GRASP assessment with their students' scores compared to the cut score based on norm-referenced data. Individual student CRCT score sheets are sent home after the test. Letters generated from Data Director as well as progress reports, report cards, and weekly papers sent home are also ways student assessment results are shared with parents. Parent Teacher conferences are set up to discuss assessment results if requested by parent. The Title I Parent Involvement Coordinator provides training on how to use and interpret assessment results.

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

Data Director is used to disaggregate the results from ELA and Math unit assessments. The SES School Instructional Leadership Team (SILT) also collects, disaggregates, and discusses the assessment data during monthly meetings. Information gathered guides instructional strategies and/or changes.

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

We use Data Director, MAP, and GRASP to ensure validity and reliability of assessment results.

13. Provisions for public reporting of disaggregated data.

Data is reported through parent letters, parent meetings, school council, and the school, county, and state website. It is also presented by Gail Greenway, Federal Programs Director, at our August PTO/ Title 1 parent meeting.

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

The School Improvement Plan is developed by SILT with assistance of faculty, staff, and parents. The team meets monthly, or more often as needed, to review, evaluate, and revise the plan.

15. Plan developed with the involvement of the community to be served and individuals who will carry out the plan including teachers, principals, other school staff, and pupil service personnel, parents and students (if secondary).

The school improvement plan is developed with the input of stakeholders who are represented by the following :

- School Instructional Leadership Team, which consist of administrators, teachers, district representative, and parents.
- Grade level teams, composed of teachers from each grade level/department
- District ELA and Math teams composed of teachers throughout the school district
- School Council, composed of parents, teachers, and business partners.
- Parents are invited quarterly to review School Improvement Plan and provide feedback. The SIP is presented to the faculty and staff for review and feedback.

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

The SIP is made available on the school website and at parent meetings. Copies are available in the school office. The SIP and PIP are also given to our local Board of Education.

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

Our School Improvement Plan has been translated into Spanish for our Spanish-speaking population.

18. Plan is subject to the school improvement provisions of Section 1116.
Our School Improvement Plan is reviewed by our system level for compliance with local, state, and federal guidelines, and to the best of our knowledge, is in compliance with Section 1116.

Appendix

2(b). Are based upon effective means of raising student achievement.
A. ***Re**sponse:* Following (or in our appendices) are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies. . (Cite Research to support selected strategies.)

Shared Leadership
The school improvement plan addresses the use of scientifically research based instructional and reform strategies. Shared leadership in learning institutions means everyone understands and embraces the school's vision for student success, and everyone on staff participates in the journey toward that end. As Charlotte Roberts writes in *The Fifth Discipline Fieldbook*, "An interdependent vision can be realized only through collaborative action, so relationships at work become central" (Senge, Kleiner, Roberts, Ross, & Smith, 1994, p. 231). To re-energize, redefine, or re-establish the school's direction so that it provides opportunities for all students to succeed, there must be a collective responsibility for strengthening relationships and for improving academic achievement.
SACS requires district involvements.

The language of **Thinking Maps** have brought a consistent tool and common vocabulary for our teachers and students to utilize, share, and incorporate into all content areas. As a staff, we continually grow in our knowledge of these maps and all they do to foster and deepen our students' thinking and problem solving. Carrie Prielipp, Principal Sunsent Ridge Elementary School Pendergast School District, Glendale, Arizona
Write…from the Beginning utilizes Thinking Maps to develop students' writing habits. Thinking Maps consists of eight specific visual tools that correspond to eight fundamental thinking processes. More than simple graphic organizers, they can be utilized individually or in various combinations to form a *common visual language* for students and teachers at all grade levels, in all subjects.
Research points to the use of certain thinking skills and the use of graphic representations as having a positive effect on student learning. Below is a sample of some of the research into effective instruction.
Marzano, R., Pickering, D., & Pollock, J.E. Classroom Instruction that
Works: Research-Based Strategies for Increasing Student Achievement
(2001) McREL.

In this text, the authors focused on the results of a study conducted by researchers at Midcontinent Research for Education and Learning (McREL) and identified nine specific instructional strategies that proved effective when used by teachers in K-12 classrooms. Using meta-analysis, the researchers combined the results from many studies to arrive at an average effect for a given technique. The book cites the following nine instructional strategies as having, on average, a positive effect on student achievement: Identifying similarities and differences; Summarizing and note taking; Reinforcing effort and providing recognition; Homework and practice; Nonlinguistic representations; Cooperative learning; Setting objectives and providing feedback; Generating and testing hypotheses, and Questions, cues, and advance organizers. Thinking Maps® directly relate to two of these techniques (Identifying similarities and differences and Nonlinguistic representations) and can be used as a tool for the others.

http://thinkingmaps.com/pdfdocs/WFTBTheoreticalandResearchBase.pdf

Analyzing Student Work

Using the Collaborative Assessment Conference model, educators in Danvers, Massachusetts meet monthly to look at student work in an effort to construct a common language, shared meaning, and a collective vision around teaching, learning, and assessment. Initially, a piece of student work is presented to the educators without identifying the student or grade level, the nature of the assignment, or how the piece was assessed in other words, without context. The educators describe what they see and speculate about what the child may have been working on. When the context of the student work is eventually revealed, the group moves to powerful conversations about the implications of their heightened understanding for teaching and learning. The reflective process of collaborative assessment has enabled the educators to truly consider the meaning of teaching, learning, and standards. *Part of a theme issue on "Using Standards and Assessments."*

Graham, B. & Fahey, K**.** (1999). School Leaders Look at Student Work. Published by Educational Leadership. Vol.56, No. 6, March 1999, pp. 25-27.

Richardson, J. (February 2001) "Student work at the core of teacher learning." Results Newsletter, published by the National Staff Development Council. This article talks about LSW generally, the tuning protocol, and includes Kate Nolan's "seven qualities that are common to student work studies that have proven effective." The article also has a link to some other related stories in NSDC publications.

Schlechty, P. (2001) "10 Critical Qualities Of Student Work."
http://www.middleweb.com/schlechty.html
In an interview in the NSDC Journal of Staff Development, Schlechty recalled 10 qualities of student work he described in his book "Inventing Better Schools: An Action Plan for Educational Reform" (1997). Here's an excerpt of his comments and a capsule description of the 10 qualities. Includes links to the full interview and Schlecty's web site.

Seidel, S. (1998). Learning from Looking. In Lyons, N. (Ed.), With Portfolio in Hand: Validating the New Teacher Professionalism. New York: Teachers College Press.

Warren Little, J., Gearhart, M., Curry, M., and Kafka, J. (2003). "Looking at Student Work for Teacher Learning, Teacher Community and School Reform." Phi Delta Kappan, November, 2003.

Guided Reading
http://teacher.scholastic.com/products/guidedreading/pdfs/GR_Research_Paper_2010.pdf

Guided reading is small-group reading instruction designed to provide *differentiated teaching* that supports students in developing reading proficiency. The teacher uses a tightly structured framework that allows for the incorporation of several research-based approaches into a coordinated whole. For the student, the guided reading lesson means reading and talking (and sometimes writing) about an interesting and engaging variety of fiction and nonfiction texts. For the teacher, guided reading means taking the opportunity for careful text selection and intentional and intensive teaching of systems of strategic activity for proficient reading (Fountas & Pinnell, 1996).

One on one instruction
One to one instruction is proven to be a very effective way of teaching students. Tutors are able to help students by modeling and demonstrating concepts accommodating to the student's learning style. "Why one-on-one tutoring? As each child has a unique learning style, a tutor can embrace that style and teach in a way they fully understand, often unlocking previous learning challenges. The personalized touch enables children to feel confident and secure" (Goodwyn, 2004.)
Tutors are beneficial for students of all ages and academic ability. Tutors provide students with the tools, methods and strategies necessary to achieve primal academic performance. Studies have been done and have proven that tutoring does improve student grades and standardized test scores. "There is overwhelming research to support the benefits of one-on-one tutoring in improving students' grades, study skills, and confidence levels and there are many situations in which private tutoring can be both beneficial and necessary" (Hartzog 2003-2004.)
http://ezinearticles.com/?Students-Learn-Best-With-One-on-One-Instruction&id=1619854

Small group instruction
Small-group instruction offers an environment for teachers to provide students extensive opportunities to express what they know and receive feedback from other students and the teacher. Instructional conversations are easier to conduct and support with a small group of students (Goldenberg, 1993).
In a recent meta-analysis of the extent to which variation in effect sizes for reading outcomes for students with disabilities was associated with grouping format for reading instruction, small groups were found to yield the highest effect sizes (Elbaum, Vaughn, Hughes, Moody, & Schumm, 2000). It is important to add that the overall number of small-group studies available in the sample was two.

However, this finding is bolstered by the results of a meta-analysis of small-group instruction for students without disabilities, which yielded significantly high effect sizes for small-group instruction (Lou et al., 1996). The findings from this meta-analysis reveal that students in small groups in the classroom learned significantly more than students who were not instructed in small groups. In a summary of the literature across academic areas for students with mild to severe disabilities, Polloway, Cronin, and Patton (1986) indicated that the research supported the efficacy of small-group instruction.
http://www.readingrockets.org/article/203/

Differentiated Instruction
What is a "typical" classroom? Teachers know that every class includes diverse learners—some struggling, some advanced, and all with different life experiences, learning preferences, and personal interests. Differentiated instruction adapts instruction to meet the needs of individual learners, providing all students with the appropriate level of challenge and the appropriate supports to help them reach learning goals. Differentiated instruction is grounded in an understanding of how people learn. Instruction begins with an assessment of what students already know, and builds new concepts on their existing knowledge. Differentiation provides students with varied experiences to engage with content. A differentiated classroom offers multiple ways for students to access content, to process and make sense of the concepts and skills, and to develop products that demonstrate their learning (Tomlinson, 2001). Technology supports classroom strategies by creating new routes to learning, addressing multiple learning needs, and providing forums for individualized access to content and expression.

Key Research Findings:

Intelligence is not a fixed quantity, but can be amplified through rich learning experiences. Vigorous learning actually changes the physiology of the brain (Caine & Caine, 1991).
Students learn best when presented with moderate challenges—not so difficult that the learner feels threatened, and not so simple that the learner "coasts" through without having to think deeply or solve new problems (Bess, 1997; Czikszentmihalyi, Rathunde, & Whalen, 1993; Tomlinson, 1999).
Struggling learners are seldom well-served by homogeneous grouping (Oakes, 1985; Slavin, 1987, 1993). However, advanced learners can benefit from accelerated classes (Kulik & Kulik, 1991). In effective homogeneous classrooms, the needs of all learners are specifically and systematically addressed (Tomlinson, 1999).
Anchoring activities help teachers manage class time and by creating meaningful activities that students work on independently—at the beginning of class, when students are finished with assignments, or when waiting for help (Tomlinson, 2001).
http://www.netc.org/focus/challenges/instruction.php

Scholastic Reading Inventory (SRI) Enterprise Edition is a research-based, computer-adaptive assessment for Grades K-12 that measures students' levels of reading comprehension and reports results using the Lexile Framework® for Reading. **SRI** generates more than 20 reports that allow educators to place students at the best level in a reading program, set goals, monitor reading progress at key points during the school year, differentiate instruction, and forecast performance on end-of-year state tests.
Validity and Reliability Studies:
SRI has been the subject of many scientific validation studies, as well as a norming study involving over 512,000 students. **SRI** was proven to result in scores similar to those of other national and state high-stakes, standardized tests. These included the Comprehensive Test of Basic Skills, North Carolina End-of-Grade Test of Reading Comprehension, and the Florida Comprehensive Assessment Test-Sunshine State Standards. **SRI's** computer-adaptive testing results in a shorter testing time and a low standard error of measurement, making the assessment highly reliable.
More information about the research involving **SRI** is available upon request.
Scholastic Reading Inventory
2315 Dean St., Suite 600; St. Charles, IL 60175
Ph: 800-387-1437 Fax: 877-242-5865

Scholastic Reading Counts (SRC) is the only independent reading program based on the Lexile Framework. The program begins with great books – students read fiction, non-fiction, curriculum based depending on their interests and Lexile level, ensuring that will enjoy and have success with what they read. Developed by MetaMetrics, Inc. , the Lexile Framework for Reading is based on 40 years of research and supported by grants by the National Institute of Children Health and Human Development. A 2004 nationwide scientific study conducted by Drs. Cathy Collins Block and John Mangieri showed that third, fourth, and fifth grader students using Scholastic Reading Counts tested significantly higher on the Stanford Nine in Vocabulary and Reading Comprehension than did the control group. These students also tested better regardless of their ability level, ethnicity, or gender. Students also reported that they enjoyed reading more than the control group.

Georgia RESA Assessment of Student Progress (GRASP) - The West Georgia RESA School Improvement Team, in collaboration with West Central GLRS, West Georgia ETC and Safe and Drug Free Schools, works to support teachers and administrators in developing and implementing sound instructional practices to improve student learning. For several years, the West Georgia RESA team has worked diligently across our seven systems to increase student achievement. Our philosophy is simple: Support and sustain school leadership to help create a positive school culture, develop teacher confidence in delivering Tier 1 instruction, and help schools develop a protocol to identify and provide intervention to students who have gaps in their learning. Much of our time during the 2008-2009 school year was spent working with Needs Improvement schools to make student interventions a success. Our systems used different tools and products to identify students in need of intervention and to track progress of

the interventions. We liked what we saw, but the feeling throughout the West Georgia RESA office was clear – we need screening tools and probes that are aligned to Georgia Standards and we need a database to track student data that is easy to use. After numerous brainstorming sessions and several months of labor, GRASP was born. A free, comprehensive, user-friendly system that assists educators in identifying students in need of intervention, provides initial diagnostic information about student's specific needs, and tracks the progress of individual students. The West Georgia RESA Team is committed to support the implementation of GRASP in our schools that are dedicated to making data-based instructional decisions for all students. If you would like more information about using GRASP at your school, please contact Rachel Spates at rspates@garesa.org
http://grasp1.pbworks.com/w/page/29108548/GRASP%20%40%20West%20Georgia%20RESA

Treasures - McGraw Hill Education / SRA
SRA's ***All-STAR Phonics & Word Studies*** provides instruction students need when they encounter unfamiliar words. The program focuses on teaching students decoding strategies such as sense clues, structural or morphemic analysis, and sound/spelling clues to sound out words. The National Reading Panel research fully supports the fundamental concepts and instructional design of ***All-STAR Phonics & Word Studies***. The report was published in December, 2000 by The National Institute of Child Health
and Human Development NIH Pub. No. 00-4754. **Phonics**
This report includes research documentation that supports
the phonics skills and strategies found in ***All-STAR Phonics & Word Studies***. Examples of cited research include, but are not limited to, the following:
• Dykstra, R. (1968). The effectiveness of code- and meaning-emphasis in beginning reading programs.
The Reading Teacher, 22, 17-23.
• Haskell, D., Foorman, B., & Swank, P. (1992). Effects of three orthographic/phonological units on first-grade reading. *Remedial and Special Education*, 13, 40-49.
• Stahl, S.A., Duffy-Hester, A.M., & Stahl, K.A.D. (1998). Everything you wanted to know about phonics (but were afraid to ask). *Reading Research Quarterly*, 35, 338-355.
• Tunmer, W., & Hoover, W. (1993). Phonological recoding skill and beginning reading. *Reading and Writing: An Interdisciplinary Journal*, 5, 161-179.

Direct Instruction and the Teaching of Early Reading
http://www.mheresearch.com/assets/products/98f13708210194c4/wisconsin_reading_policy.pdf

Special Education and Direct Instruction
http://www.mheresearch.com/assets/products/98f13708210194c4/di_special_ed_results.pdf

Technology in the classroom

Judy Green, a former sixth-grade teacher at Abbott Middle School in Waukegan, Illinois, and currently a K-8 technology/learning coordinator at the Lincoln Center in Waukegan, discusses improvements in student motivation when students use technology tools for learning. [258k audio file] Excerpted from an interview videotaped for the CD-ROM series *Captured Wisdom* (North Central Regional Educational Laboratory, 1996). A text transcript is available.

Technology also can help students develop positive cooperative learning relationships, enabling them to work together while researching topics and creating presentations. In such relationships, students help each other learn. Students with special needs may require more coaching in computer-based activities, but they will benefit from the experience of learning with and from other students.

Traditionally, however, schools have not focused on technology as a means to support engaged learning. When computers are present in schools serving at-risk students, they usually are used for drill-and-practice programs on basic skills rather than as tools to support students in designing their own projects (DeVillar & Faltis, 1991). Schools typically promote learning with technology through the use of stand-alone devices or environments. The knowledge or practice opportunity is put in the computer box or on the videotape. Students work with didactic technology applications, which are designed to teach specific skills. They interact with the technology individually (in the case of computers) or as a whole class (in the case of videotapes and other audiovisual presentations). The technology developers have control of the content.

Today, educational researchers are calling for very different uses of technology. They promote classroom learning activities in which students work in small groups rather than in isolation or as a whole class. The technologies used in the classroom are not those designed explicitly to teach basic skills, but rather are real-world applications that support research, design, analysis, composition, and communication.

Positive Behavior Intervention and Support (PBIS)

www.pbis.org

School-wide Positive Behavior Support (SWPBS) is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success. SWPBS is not a packaged curriculum, but an approach that defines core elements that can be achieved through a variety of strategies.

Research:

www.pbis.org/research/default.aspx

i-Ready

www.i-ready.com

i-Ready offers an adaptive diagnostic, and both teacher –led, individualized online instruction for complete blended learning solution and progress monitoring. It drives student success in reading and math for students. Curriculum Associates publishes research-based, classroom proven materials that provide flexible, focused, and targeted instruction to help educators effectively address the diverse levels and needs in every classroom. Programs are designed to meet state-specific standards to help schools across the country.

Case studies:

www.casamples.com/downloads/i-Ready_Bronx_PS1.pdf
www.casamples.com/downloads/i-Ready_Bronx_PS49.pdf
www.casamples.com/downloads/i-Ready_NewMiddletown.pdf
www.casamples.com/downloads/i-Ready_Sacramento.pdf
www.casamples.com/downloads/i_Ready_Culpeper.pdf

Scholastic System 44

System 44 is a proven foundational reading program designed to meet the needs of your most challenged readers in Grades 3–12+.
A personalized learning progression driven by technology and explicit instruction facilitated by the teacher engages students in reading, writing, language, speaking and listening.

System 44 is improving the learning trajectory of over 100,000 students each day. Endorsed by the Council of Administrators of Special Education (CASE), *System 44* is proven to raise reading achievement for students with learning disabilities, and includes specific supports and scaffolds to address each student's unique learning needs.

- See more at: http://www.scholastic.com/read180/system-44/about-system-44.htm#sthash.YcjdkHXO.dpuf

Scholastic READ 180
System 44 was designed to integrate seamlessly into a READ 180 classroom. Whether using a Single Period, Extended Single Period, or Double Period instructional model, educators can equally support both their READ 180 and System 44 students in a single classroom.

- See more at: http://www.scholastic.com/read180/system-44/for-use-with-read-180.htm#sthash.2s5B3yaI.dpuf
READ 180 supports educators with a comprehensive system of curriculum, instruction, and professional development, while providing students with personalized rigorous instruction for college, career, and beyond.
- See more at: http://www.scholastic.com/read180/read-180-experience/reading-program-design.htm#sthash.GwTuqn2E.dpuf

Saxon Phonics

Houghton Mifflin Harcourt's Saxon Phonics and Spelling builds foundational skills with a unique, research-based method. The explicit instruction in phonemic awareness, phonics, decoding, spelling and fluency can be used alone or to supplement a core reading program. It ensures long-term student success through incremental introduction of concepts, eases the burden of lesson planning and increases teacher effectiveness through fully developed lesson plans. Saxon phonics captivates all students and ELLs with a multisensory approach to engage visual, auditory, and tactile senses.

http://www.hmhco.com/shop/education-curriculum/literature-and-language-arts/language-arts/saxon-phonics-and-spelling

MAP Testing – RTI 1
The meaningful, individualized instruction offered through MAP Assessments will allow Swainsboro Elementary School teachers to challenge even high-performing students to keep growing academically. This system of assessments allows teachers to individualize instruction to meet the needs of all learners. (NWEA.org, 2013)

XtraMath

XtraMath is a free web-based math fact fluency program designed to help students to master basic math facts in addition, subtraction, multiplication, and division. These facts are essential for students to master early on to ensure students are successful in fractions, decimals algorithms, and higher level math. Parents and teachers regularly receive progress reports on student performance.
https://xtramath.org/#/home/index

Brainpop
Founded in 1999, BrainPOP creates animated, curricular content that engages students, supports educators, and bolsters achievement. Our award-winning online educational resources include **BrainPOP Jr.** (K-3), **BrainPOP**, **BrainPOP Español**, and, for English language learners, **BrainPOP ESL**. BrainPOP is also home to **GameUp**, an educational games portal for the classroom.
https://www.brainpop.com/
http://educators.brainpop.com/research-resources/

Super Teacher Worksheets
This website will be used to help with math computation and math fluency to meet the needs of all students. This website also offers reading comprehension stories, spelling lists, handwriting practice sheets, and grammar worksheets printables.
https://www.superteacherworksheets.com/

Classworks

Classworks is an online instruction and assessment solution that is proven to help K thru 8 students become critical thinkers and independent learners. All of our instruction is aligned to local, state and national standards and assessment objectives.

www.classworks.com/research/