

Liberty County School System
Schoolwide Improvement Plan and
Title I Components

Jordye Bacon Elementary
2011-2012



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Jordye Bacon Elementary	
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**Title I Schoolwide/School Improvement Plan
Planning Committee Members:**

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Tara Griffin	Media Specialist
Cherie Boyd	Counselor
Sandra Cader	Computer Operator
Amber Durrence	Kindergarten Teacher
Charlie Williams	First Grade Teacher
Christina Moody	Second Grade Teacher
Cela Harris	Third Grade teacher
Judy Lloyd	Fourth Grade Teacher
Monica Platt	Fifth Grade Teacher
Kathleen Nile	Special Education Teacher
Sarah Johnson	Title 1 Teacher
Mandy Archer	School Council Parent

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Liberty County School System

Achievement Narrative

Jordye Bacon Elementary School (JBE) serves grades kindergarten through fifth grade. The student enrollment is 496 students. JBE has 40 certified employees and 27 classified employees. Eighty-five percent of JBE's student body is minority students and seventy-four percent of the students receive free or reduced lunch prices.

School level decisions are based on the continuous examination of data. Jordye Bacon Elementary School's Schoolwide Improvement Plan, which includes Title 1 components, focuses on the analysis of data using assessment to improve student performance. Through the implementation of GPS, and Professional Learning in Differentiated Instruction, Unit Planning, Writing, Math, and Science, the staff of JBE will encompass all participants of the school – support staff, teacher, parent, and student. This implementation is carried out by creating a climate conducive to learning, ensuring the curriculum is organized and all students are provided with the opportunity to learn at all levels based on analysis of, "What Works in Schools" survey results, which found that teacher instruction and student motivation should be areas of improvement for JBE.

JBE aligns instruction by disaggregating data from the Criterion Referenced Competency Test (CRCT), Georgia Kindergarten Inventory of Developing Skills (GKIDS), and the Third and Fifth Grade Writing Assessments. Close monitoring of student progress on these assessments reveals areas of progress and areas of needed improvement.

Math CRCT scores over the last three years are: 82% of JBE first through fifth grade students met or exceeded standards on the CRCT in 2009, 82% met or exceeded standards in 2010 and 80% third through fifth grade met or exceeded standards in 2011. Cumulative Benchmarks were administered to first and second grade students in April 2011. In first grade, 73.6% met or exceeded standards while 72.9% met or exceeded standards in second grade.

The percentage of students meeting or exceeding standards on the CRCT in Reading over the last three years are 87% in 2009, 91% in 2010, and 93% in 2011. Cumulative Benchmark results in reading are 76.3% met or exceeded in first grade, 81.3% met or exceeded in second grade.

On the GA Fifth Grade Writing Assessment, in 2009, 26% of students did not meet standards, 66% met standards, and 8% exceeded standards. In 2010, 40% of students did not meet standards, 55% met standards, and 5% exceeded standards. In 2011, 26% of students did not meet standards, 67% met standards, and 7% exceeded standards.

In addition to the Criterion-Referenced Competency Test and CRCT benchmark testing, teachers employ a variety of assessment techniques in their classes, including teacher-made tests (constructed/selected response), learning and performance tasks, and portfolios.

The Pyramid of Intervention and Response to Intervention are initiatives to provide ways to help underachieving students. Peggy Bair, RTI/SST Coordinator, will meet with the JBE staff in regard to the RTI and the SST process.

The GA Keys serve as the summary document that identifies Jordye Bacon's level of implementation in each of the eight strands and correlated standards. It is an excellent tool that assists in the identification of what our school needs to know, understand, and be able to do. It is used as a guide for continuous improvement at the school level.

All certified staff members were given the opportunity to complete the SAI (Standards Assessment Inventory). The Spring 2011 results indicate improvement is needed in the following areas; Learning Communities (2.6 Average) and Learning (2.8 Average). These results will be used to develop a plan to improve student learning and enhance instructional practices.

All staff and selected parents were given the opportunity to complete the Title I Equity Needs Survey. The Spring 2011 results indicate improvement is needed in the following areas: Differentiated Instructional Strategies for economically disadvantage students 44.4%, Effective teaching practices and monitoring 66.7%, and Parental Training for helping their child become a better math student 45.5%.

Title I Site Information 2011-2012

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

- A. We have developed our school-wide plan with the participation of individuals who will carry out the comprehensive school-wide/school improvement program plan. Reviewing achievement scores gives us the information we need to drive instruction. Therefore, grade levels/all certified staff met to disaggregate the data to determine areas of strengths and weaknesses. Then the entire faculty met together to discuss the grade level findings. The School Council also reviewed the CSIP and added or deleted as necessary. The School Council goals for the year are based on the information in the CSIP.
- B. We have used the following instruments, procedures, or processes to obtain this information. JBE aligns instruction by disaggregating data from the Criterion Referenced Competency Test (CRCT), Georgia Kindergarten Inventory of Developing Skills (GKIDS), and the Third and Fifth Grade Writing Assessments. Close monitoring of student progress on these assessments reveals areas of progress and areas of needed improvement. In addition, teachers employ a variety of assessment techniques in their classes, including teacher-made tests (constructed/selected response), learning and performance tasks, and portfolios. Teachers meet twice a month to brainstorm activities as well and to identify changing needs for skill development based on ongoing assessment results.
- C. The needs of migrant children will be taken into account. Migrant children are identified through the use of the Occupational Survey at the time of registration. The system liaison makes contact with each migrant family to determine case-by-case needs. Migrant students are then evaluated academically just as other students in the school system are to determine academic needs. All migrant students are eligible for Title I services and receive appropriate Title I services. Furthermore, a referral is made to student services to indicated additional services, such as ELL or RtI that may be needed from that department. Specific activities to address the needs of migratory families are provided as follows: informing children and families of, or helping such children and families gain access to other education, health, nutrition, and social services.
- 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, all school level decisions are based on the continuous examination of data. Jordye

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

Bacon Elementary School's School-wide Improvement Plan, which includes Title 1 components, focuses on the analysis of data using assessment to improve student performance. Through the implementation of GPS, and Professional Learning in Differentiated Instruction, Unit Planning, Writing, and Math, the staff of JBE will encompass all participants of the school – support staff, teacher, parent, and student. This implementation is carried out by creating a climate conducive to learning, ensuring the curriculum is organized and all students are provided with the opportunity to learn at all levels based on analysis of, "What Works in Schools" survey results, which found that teacher instruction and student motivation should be areas of improvement for JBE.

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. Those students include:

- Economically disadvantaged students
- Students with disabilities
- Black students

Additionally, our plan includes ways to move students from DNM (Does Not Meet) to M (Meets) and M (Meets) to E (Exceeds).

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

- The major strengths we found in our program were Reading Skills and Vocabulary Acquisition and Algebra.
- The major needs we discovered were Information and Media Literacy, Research and the Writing Process, Earth Science, Geography and Government, and Numbers and Operations.

Continued...

- The needs we will address are all the above items found to be areas of need in our data analysis.
- The specific academic needs of those students that are to be addressed in the schoolwide program plan will be Literacy and research, Math basic facts, the Writing Process, and how to locate information.
- The ROOTCAUSE/s that we discovered for each of the needs are as follows: 1) not enough emphasis on teaching literacy skills to all grade levels, 2) no focus on making sure students learn basic Math

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

skills while in Kindergarten through Second grade, 3) teachers need more consistent implementation of GPS in classrooms, working toward a fully operational GPS classroom, 4) the administration should have provided more training and do a better job of monitoring teachers to help improve standards based instruction.

G. The measurable goals/benchmarks we have established to address the needs were; Third through fifth grade students will meet standards on the CRCT test in Reading/Language Arts 98% by 2013, Math 90% by 2013, Science 90% by 2013, and Social Studies 92% by 2013.

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

The Jordye Bacon School Improvement Action Plan for 2011-2012 includes reform strategies that are scientifically researched based and addresses the needs of all learners. The Action Plan focuses on the specific goals, interventions, resources, and assessments for increasing achievement and performance of all students in the school. The Action Plan also includes effective instructional methods to increase the quality and amount of learning time in order to raise student achievement. We have taken the best practices from research-based books and centered our instruction on these strategies. Our staff has participated in trainings that included Robert Marzano's "*What Works in School: Translating Research into Action*" and Carol Ann Tomlinson's "*How to Differentiate Instruction in Mixed*

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

Ability Classrooms.” Administrators have conducted informal and formal observations to check for the implementation of these strategies.

2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia’s proficient and advanced levels of student performance.

A. One of the ways in which we will address the needs of all children in the school, particularly the needs of students furthest away from demonstrating proficiency related to the State’s academic content and student academic achievement standard or are failing any core subjects, is by using The Pyramid of Intervention and Response to Intervention. These research-based initiatives provide ways to help underachieving students. Peggy Bair, RTI/SST Coordinator, meets with the JBE staff in regard to the RTI and the SST process. Students are identified as “struggling” through an analysis of the CRCT, CRCT benchmark test, GRASP reading and math diagnostic tests, subject pre-tests, and student portfolios. Self contained EIP classes are used to meet the needs of struggling students. In addition, the Title I resource teacher works with students who are having difficulties in Math and Reading. The after-school program and the LEAP summer program provide extra instruction to students who are having academic difficulties. Fourth and fifth grade students help kindergarten and first grade students in reading. JBE has remediation and enrichment daily for Math and Reading. The Liberty County School System offers gifted instruction to all JBE students who meet the gifted eligibility requirements. Other strategies are detailed in the school-wide improvement action plan found on pages 42-58.

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

B. In our School Wide Improvement Plan, pages 42-58, are examples of the Scientifically-Based Research strategies/interventions used to support instruction. Teachers are trained to implement Standards Based classroom instruction that is focused on the Georgia Performance Standards. Differentiated instruction professional learning has been provided and will be updated as needed. Teachers and paraprofessionals will continue to receive training or reviews for the Georgia Performance Standards for Standards-Based Classroom practices, common assessments, portfolios, teacher commentary and conferencing, Georgia Keys, differentiated instruction, and learning styles. Learning community sessions are set aside for grade levels to review and prepare performance tasks and learning units centered on state standards and curriculum maps, review benchmark test results, and CRCT practice assessments. Paraprofessionals also further their education by taking online units and assessments through the Para Educator site. Teachers meet monthly with the Technology Team. During this time teachers are shown how to incorporate technology hardware and software into daily lessons to enhance learning. All certified staff members now utilize technology to its fullest potential. Remediation/enrichment activities, differentiated instruction, co-teaching, and cooperative learning are strategies used on a daily basis to increase student achievement based on the works of Marzano and Tomlinson.

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

C. We will increase the amount and quality of learning time by administering Benchmarks three times a year to check student progress and plan instruction accordingly based on results. The results of the Benchmarks will be used to plan instruction and create lessons that incorporate differentiated instruction. Teachers will analyze the results to plan instruction and content together to meet the needs of their students. Teachers use a variety of instructional strategies in the classroom. Individualized and small group instruction focusing on specific skill deficiencies, peer tutoring, technology, and hands on activities are just a few examples. Students may also attend The After-School Program and/or Summer School which are tailored specifically to meet the needs of individual learners. The Liberty County School System provides teachers with curriculum sequence and pacing charts for all subjects to enhance instruction.

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).

The principal will implement collaboration between classroom teachers, special education teachers, and teachers in the after school program to ensure implementation of lessons where skill deficiencies of those attending are addressed. After school instruction is offered to regular education and special education students. Resource and inclusion classes are offered to special education students at JBE. The school-wide improvement action plan found on pages 42-58 includes evaluations of these initiatives.

*3. Instruction by highly qualified professional staff.

All Jordye Bacon Elementary teachers are certified by the state of Georgia and hold a bachelor's degree or higher in the area of their particular teaching field meeting the highly qualified standard. As a Title 1 school, JBE administrators do not recommend employment unless the teacher is highly qualified.

*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. The school district enhances its retention of employees through financial support. Upon the successful completion of the GACE testing, the school district has agreed to reimburse employees for registration expenses. In addition, the Liberty County School District offers a competitive local supplement. Local supplements in Liberty County range from 8.75% to 9.75% of the state base. These supplements considerably increase the amount of the paychecks of our employees. The principal attends the Liberty County School System annual job fair and communicates with the system's personnel department to attract highly qualified teachers. New teachers attend an orientation session and are also assigned mentors to collaborate throughout their first year. Administrators meet with them frequently to ensure their expectations are being met and to answer any questions that may arise. The curriculum coordinator offers support by supplying all necessary resources needed for assessment and instruction.

*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.

For example :

Ongoing professional development centered on researched best practices is provided to all staff members – teachers, administrators, paraprofessionals, support personnel, and parents. Professional development opportunities are identified that would enable the school to meet the measurable goals set within the school improvement plan. Through school and county opportunities, certified and non-certified staff members are given the chance to participate in professional development courses. Many teachers attend off-campus workshops and conferences relating to overall school weaknesses. These teachers return and redeliver the material to others throughout the school. PD 360 is available online for teachers to access at school and/or home. JBE teachers also meet with the Technology Team once a month to gain knowledge about the use and availability of technological equipment. Liberty County requires all certified staff members to obtain at least two complete Professional Learning Units each school year. This is obtained through site-based workshops of 20 hours or more. Paraprofessionals obtain professional development through the Liberty County PD Express site to sign up for courses according to their areas of need. They are also provided professional learning credit through the Para Educator web site where they take online courses and assessments for credit. Parents are provided monthly meetings established by the Parent Involvement Committee.

- B. We have aligned professional development with the State’s academic content and student academic achievement standards based on the needs identified through our needs assessment and data analysis. Specific professional development to support effective instruction is detailed in our school-wide improvement action plan (see pages 42-58).

- C. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. Some of these resources include: training materials, supplies and supplemental books, technology, stipends (while off contract), substitutes, time, and money.

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

D. We have included teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve the achievement of, individual students and the overall instructional program in the following ways; curriculum specialists from the central office provide professional learning activities on how to use pre and post assessments, benchmarks, and student portfolios to plan and implement instruction. After teachers analyze pre and post assessments, benchmarks, and student portfolios of special education students, the central office will provide Special education teachers with professional learning on implementing Individual Educational Plans for special education students. All staff will attend professional learning on planning and implementing lessons on the writing process, differentiated instruction, and standards based instruction.

*5. Strategies to increase parental involvement.

Response:

A. We have involved parents in the planning, review, and improvement of the comprehensive schoolwide program plan through the school council. Parents have been involved in the in the planning, review, and improvement of the schoolwide improvement plan through the school council, written surveys, and other parent meetings. The SIP is presented to the school council for review. After the school council makes the necessary additions/deletions and is approved, the plan is submitted to the BoE for review.

B. We have developed a parent involvement policy included in our appendices on pages 26-34 that:

- includes strategies to increase parental involvement (such as “I Care”)
- describes how the school will provide individual student academic assessment results, including a interpretation of those results
- makes the comprehensive school wide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)
- includes the parent compact (which) is distributed to parents and students at the beginning of the year or as new students enroll in school. During the first month of school parents are asked to sign that they have read the compact.
- contains information about school policies and involvement opportunities which are communicated through direct parent contact by the following staff: homeroom teachers, Principal, Assistant Principal, and School Council.
- includes a parent Involvement checklist

- C. All parents are invited to attend parent meetings and a copy of the plan is on JBE's web site.
- D. Information about school performance is sent home with student annually.
- E. Test results are sent home with students.
- F. All concerns or suggestions submitted in writing or verbally are responded to in a timely manner. Information from parent surveys has resulted in action steps in our plan.
- G. The army has provided a Military Family Involvement Facilitator at the district level. This individual will work to increase involvement of military families at each school

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

Response:

- 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 entering from private schools plus students entering our school throughout the school year. Pre-school from the Liberty County Pre-K Center, Head Start, and local daycare students tour Jordye Bacon during the month of May. At this time the students meet the teachers and the expectations for kindergarten are explained. They visit classrooms, tour the campus, and meet the office staff. The orientation includes discussions on dress code, curriculum, and GKIDS. A Summer Kindergarten transition program (Summer Camp) also takes place for two weeks in June to prepare upcoming kindergarten students for this transition. Kindergarten paraprofessionals help kindergarten students at lunch and breakfast. Teachers use the first two weeks of school to orient the students to procedures and the campus. Students entering during the school year are assigned a buddy to assist them until they are familiar with the campus and expectations. An open house for kindergarten students is held the first month of school to give parents an overview of academic and behavior expectations. JBE has an open door policy and parents are welcome and encouraged to visit often.

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

- A. Teachers at JBE are included in decisions regarding use of academic assessments are: Teachers are included in all decisions made regarding assessments, either through collaboration, committee, or by completing a survey. Teachers also develop common assessments during Professional Learning Communities. Collaboration is crucial between classroom teachers, teachers in the after school program, administrators, and support staff to ensure implementation of lessons on skill deficiencies are addressed. Teachers serve on system

level committees and the school council. Teachers are included in the decision-making process of selecting text-books through an organized adoption process led by members of the school system's curriculum team. Many teachers go through the process by viewing the materials and providing feedback to the site-based Curriculum Coordinator and then the Central Office personnel. Based on assessment data teachers gather, they use the data to determine adjustments needed instructionally and to identify additional skill development needed by individual students.

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

Response:

- A. 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 schoolwide plan.

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

NCLB, Title I, PL, GLISI, SACS, and Technology are documented throughout Jordye Bacon's Action Plan. The following is an example of what is included: The teachers will implement lessons that incorporate differentiated instruction to ensure the learning of all students in reading comprehension. Programs that are utilized by the school are: EIP, gifted, STARR, RTI, SST, special education, Pryme Time, YMCA, and After-School Program.

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

Federal Title I funds are allotted to purchase materials for classrooms to enhance instruction to help increase reading and math achievement, hire Title I teachers and the curriculum coordinator, and provide professional learning for teachers. Funds are used to provide services such as, After-School Program, "I Care" Parental Involvement Program, and summer interventions. Title II funds are also used to provide Professional Learning activities to assist teachers in becoming more effective with instruction and technology. Title VI B Special Ed funds support programs and instruction to address the needs of students with disabilities. Local funds provide instructional support-materials, counselor, nurse, music teacher, art teacher, physical education teacher, computer teacher, SST coordinator, Student Transition and recovery (S.T.A.R.), in-school suspension, transportation, and food services.

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 Title I plan and the comprehensive school improvement plan are coordinated with other programs at JBE. These programs include RtI, EIP, ELL, SST, special education, gifted, remediation, after school, and summer school. These programs are part of the interventions/strategies implemented to address the objectives and goals of the Title I and school-wide improvement plan.

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

- A. Students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Those activities include "GRASP Screenings, training EIP and Title 1 teachers how to create a classroom environment where struggling learners can thrive and be successful, and the RtI process for remediation and intervention assistance (progress monitoring). Students are also provided school day remediation, EIP classes, after school tutorials, and summer school.

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

Benchmark assessments will be administered 3 times yearly. Teachers will use formative assessments to identify weaknesses and address them on a daily basis.

All teachers will utilize progress monitoring to identify and address the needs of every student. Professional Learning Communities, grade level meetings, and collaborations with "special area" teachers, and technology training provide a time for teachers to discuss and plan activities that will help students who are experiencing difficulty mastering the standards.

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

Through learning communities and formal site-based mini workshops the teachers and staff are provided periodic training to help them identify learning difficulties and identify types of assistance students may need. This includes test data analysis; screening for EIP/ELL/other remediation, SST, RtI, special education, differentiated instruction, GPS, standards based classroom, and the use of technology to enhance instruction.

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 n the community.

Teachers at JBE conduct at least five parent-teacher conferences to discuss and interpret individual student progress. During these conferences, teachers and parents discuss what each can do to help the student and what additional assistance may be necessary. Teachers make an effort to meet with parents when requested. Meetings can be in person, by telephone, or through electronic mail. The parents can keep up with a student's academic performance online in the Parent Portal and the Longitudinal Data System provided by the school district.

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

After JBE receives the individual student reports (CRCT, GKIDS, & Writing, Benchmark), results are sent home with the students along with a letter of explanation provided by the BoE. If the results do not come in before the last day of school, they are delivered to the parents via USPS. County and school results are posted on the school and curriculum website as well as printed in the *Coastal Courier*. A bulletin board in the cafeteria is also used to display this data. Parents can request conferences with teachers to discuss the test results. Unit testing and student progress reports or report cards are sent home every four weeks. Parents can request

weekly progress reports.

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

The teachers at Jordye Bacon are given their classroom reports when received. These reports are analyzed and used for self reflection. Teachers can also use the TestTrax and the Longitudinal Data System to analyze data and use these results to guide their instruction. Teachers meet as grade levels to determine the strengths and weaknesses in reading and math. Remediation and enrichment activities are planned accordingly. Staff members also meet to discuss overall school achievement and analyze across grade level performances. This year, science will also be included. The bulletin board in the cafeteria is updated yearly to show gain/loses for each grade. Data that compares Jordye Bacon's scores to the other schools in the county is also displayed in the media center. Formative assessment and interest inventories are given by teachers and the results are used to create lesson plans and learning tasks to meet the specific needs of students.

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

Testing materials are stored securely before, during, and after testing. The School Test Coordinator uses a security checklist to check out materials to test examiners. All examiners are certified and proctors are also used in every classroom. Every person involved with testing must attend a training session to ensure security procedures are followed. Teachers must sign the "Roles and Responsibilities" testing form. Testing conditions, especially the supervision and seating arrangements of students, are designed to minimize the potential for cheating. Guidelines for students receiving accommodations are strictly adhered to as outlined in the Student Assessment Handbook. The state assessments have been validated at the state level.

13. Provisions for public reporting of disaggregated data.

The LCBoE provides the local newspaper with the testing data from each school site. AYP status is included in this data. Data is posted on our school sign, on bulletin boards, in our school newsletter, and on the school and districts websites. The data is also posted on the Georgia Department of Education website.

<p>14. Plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program.</p>
<p>The Schoolwide Improvement Plan, beginning on page 42, is based on data. Results from the CRCT, GKIDS, and the GA 5th Grade Writing Assessment are analyzed. Measurable goals are determined based on these findings. Survey results and the needs assessment results are also factored into the development of the schoolwide plan. The SIP is reviewed annually and throughout the year to determine progress made and continued areas of weakness. The schools Balanced Scorecard provides an ongoing monitoring tool for the improvement goal areas, and is linked with and aligned to the school’s improvement plan.</p>
<p>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).</p>
<p>The principal meets with the School Improvement Committee to review the entire plan. Once additions/deletions have been completed, grade levels then meet in professional learning communities and are given the opportunity to make additional suggestions. All suggestions are compiled and revisions are completed. The SIP is then presented to the school council. After meeting approval from the above groups, the plan is submitted to the BoE for review. It is then posted on the school website and available in the school’s main office for additional stakeholder review and feedback.</p>
<p>16. Plan available to the LEA, parents, and the public.</p>
<p>A copy of the plan is submitted for review by district personnel and they work with the school leadership team to validate the plan and its alignment to the district plan or to guide revisions as necessary. Jordye Bacon’s Schoolwide Improvement Plan can be accessed electronically through the school website. A hard copy is always available upon request in the school’s main office. It is also accessible to the faculty and staff through jbstaffdocs. The plan is reviewed by the School Council during the August meeting and highlights are presented at Open House in September.</p>

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.

ELL students in our school district are transported to another school for services due to the small number of students involved. Therefore, 0% of our population would require the plan to be translated. In the event that it did become necessary to translate the plan, we have several staff members that fluently speak German. For other languages we can seek assistance from another school, or simply go to translate.google.com/ or TransAct.com for free online language translation of text.

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

The Jordye Bacon School Improvement Plan follows all guidelines as stated in the Elementary and Secondary Act of 1965 as amended by NCLB.

Appendices

Appendix A

Jordye Bacon Elementary Title I Parent Involvement Policy

Parents and staff members of Jordye Bacon Elementary work together as partners to ensure the best possible education for all students. This includes working together to plan, design, implement, and evaluate the educational programs at Jordye Bacon Elementary. To accomplish this goal, a Parent Involvement Committee was established to plan activities throughout the year to increase participation at JBE:

1. Host an annual Open House at the beginning of the school year. At this meeting, questions and concerns will be addressed and teachers will hold informative sessions in their classrooms concerning expectations of students.
2. Encourage parents to volunteer, observe, and participate in their child's class and school. The staff will always be reasonably accessible to parents.
3. Provide frequent reports to the parents about their child's progress.
4. Conduct at least five parent-teacher conferences to discuss and interpret individual student progress. Make an effort to meet with parents when requested. Meetings can be in person, telephone, or through electronic mail.
5. Provide strategies for parents that will assist in the improvement of their child's educational experiences. A variety of Parent Workshops will be conducted.
6. Send home monthly calendars and newsletters providing information concerning school activities.
7. Provide parents with materials that are available for check-out in the school's Parent Resource Center.
8. Implement the "I Care" program to increase the positive interactions with the parent and child.

Other ways we keep parents informed are as follows:

- School Level Open House: The purpose of this meeting is to explain and describe the school's mission statement, curriculum, and policies. Time to visit classrooms is also allotted.
- Double AR Night: Families are invited to check out books and take Accelerated Reader Tests to earn double points.
- Red Ribbon Week: A week long celebration to remind students, parents, community, and staff to be Drug Free.
- Parent/Teacher Conference Afternoon: School is dismissed at 12:00 for parents that may not be able to attend evening conferences.
- Book Fair: Includes, "Dad's Day Out", "Mom's Day Out", and Parent's Night. Parents are invited to shop for books with their children.
- Parent/Child Dance: This yearly event is a huge success.
- Career Week: Parents are encouraged to come out and share positive aspects about their career with our students, as well as the education required.
- Parent/Teacher Conference Night: Teachers are available to meet with parents concerning academic progress.
- Field Day: Parents are invited to come out and cheer for their children and their class. They can even show their school pride by participating in "Parents Tug of War" which occasionally gets a little rough☺
- End-of-the-Year Programs: During this month, each grade level has an Award's Program to recognize students for their accomplishments. Most students receive at least one award. Parents are encouraged to attend this special occasion.
- Liberty County School District Website ~School Compact ~School Council~Title 1 Parent Survey

Monthly activities include:

October- “AR Masquerade Night”- Students and parents are invited out to enjoy a night of reading. Students are allowed to read books or have their parents read stories to them. They are given the chance to take an Accelerated Reader Test to check for comprehension. Parents receive a firsthand look at the Accelerated Reading Program. The media specialist and other certified staff are on hand to answer any questions regarding the program. The night is made even more special since the students are wearing their favorite costume to the event.

November- “Bring a Special Person to School Day”- This day is designed to give the parents a look at their child’s school day. Parents are given the opportunity to spend one hour in their child’s classroom. Parents spend time listening to student presentations, completing activities, and taking tests just as the students do. Some teachers use this time to review procedures and rules. Parents are also treated to Thanksgiving Dinner on that day as well.

December- “JBE Movie Night”- JBE students and parents come out to enjoy a night out at the movies! Families watch a movie together while enjoying a cup of hot chocolate along with a snack. The students may come dressed in their pajamas and slippers.

January- “JBE Math Carnival Night”- Parents and students are invited to Math Carnival Night. They join us and explore the wonders of math with their children. We want them to come out and experience math in a fun and exciting way. A variety of math activities are set up in stations. Students are able to rotate from station to station. They earn tickets to be redeemed for prizes.

February- “CRCT/Technology Night”- Parents are given a few test taking tips to guarantee success on the CRCT. They may even take a practice test themselves! They are also given a list of valuable websites to provide additional practice on skills and enrichment on others. These websites are divided by grade level and subject area.

March- “JBE Revitalization Day”- Staff/community volunteers pitch in to do some spring cleaning at JBE. Everyone will work together to clean playground equipment, pick up pinecones, clean sidewalks, as well as revitalize other areas of the school. Volunteers will also be able to plant several vegetable gardens.

Appendix B

Parent/Teacher/Student Compact

JORDYE BACON ELEMENTARY SCHOOL
100 Deen Street
Hinesville, GA 31313
Telephone (912) 876-3959 Fax (912) 876-3012

Dr. James M. Johnson
Principal

Debra Sukaratana
Assistant Principal

2011-2012 School Compact

It is important that families and schools work together to help students achieve high academic standards. The Jordye Bacon Elementary staff, parents, and students will work as partners to foster a positive learning environment. This compact has been developed and describes school and family responsibilities. Our signatures indicate agreement to fulfill this compact to the best of our abilities.

Teacher Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.

- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

Student Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

Family/Parent Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day.
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Administrator Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Work to ensure a positive learning climate at the school, and hold high expectations for student achievement.
- Provide instructional leadership to inspire and encourage staff to learn and practice a variety of effective teaching strategies.

- Create a welcoming environment for students, families, and community members.
- Ensure that a high quality curriculum that addresses student needs and enables students to meet or exceed district standards is in place at our school.
- Foster a safe and positive learning environment conducive to learning.
- Respect the school, staff, students, and families.

Student _____ Teacher _____

Parent/Guardian _____

Administrator/Representative _____

_____ Morning _____ Afternoon _____ Evening
Circle one: Monday Tuesday Wednesday Thursday Friday

7. Are you familiar with the Student/Teacher/Parent Compact? YES NO
8. Do you feel your child is safe at school? YES NO
9. Are you a member of the “School Council” for this school? YES NO
10. Is this your first year in this school? YES NO
11. The school is parent-friendly.
 STRONGLY AGREE AGREE DISAGREE STRONGLY DISAGREE
12. Parents and volunteers have opportunities to become involved in activities that support the instructional program.
 STRONGLY AGREE AGREE DISAGREE STRONGLY DISAGREE
13. Parents are provided training and encouraged to work with their children at home.
 STRONGLY AGREE AGREE DISAGREE STRONGLY DISAGREE
14. Teachers show caring and encouragement when working with students and pay attention to student interests, problems, and success, both in and out of the classroom.
 STRONGLY AGREE AGREE DISAGREE STRONGLY DISAGREE
15. Students are provided recognition for success in the classroom.
 STRONGLY AGREE AGREE DISAGREE STRONGLY DISAGREE
16. Students are provided recognition for success at a school wide awards program.
 STRONGLY AGREE AGREE DISAGREE STRONGLY DISAGREE
17. Physical facilities provide a secure, clean, and attractive setting where the emphasis is on academic achievement.

STRONGLY AGREE AGREE

DISAGREE STRONGLY DISAGREE

18. What type of training/programs would you like for the school to provide for parents?

_____ Parenting skills _____ ESL classes _____ Nutrition

_____ Health awareness/issues _____ Computer classes _____ Homework skills

_____ Mathematics skills _____ Reading skills _____ Test-taking skills

19. My child (ren) are in grades: K 1 2 3 4 5 6 7 8 (circle)

20. Do you plan to volunteer during the year at the school? YES NO

Please share any comments or suggestions here:

Appendix D

Jordye Bacon Elementary School Mission and Belief Statement

Our Mission ~

Our mission is to provide all students with an education that will increase their quality of life and prepare them to become productive citizens in an ever-changing world.

Our Beliefs ~

- Student learning is the main priority of JBE.
- Students can learn regardless of socioeconomic backgrounds, physical or mental abilities.
- Education is a shared responsibility between the students, teachers, parents and the community.
- A good school provides opportunities that educate all aspects of the student
- High teacher expectations increase individual student performance
- A quality education provides students with access to current technology and learning resources.
- A nurturing environment promotes respect for self and others.
- An effective faculty is united and supportive of each other and the goals of the school.

Plan for Improving Student Achievement in Media Literacy

Data analysis indicated the greatest area of need is:
Student understanding of media literacy skills.

Measurable Student Goals:

- 1- Students will have increased access to math and science print resources which support the Georgia Performance Standards, in order to aid in the math and science system improvement goals.**
- 2- Students will receive collaborative instruction from teachers and their media specialist(s) to increase reading comprehension and information literacy scores on the CRCT and High School graduation test (see system goals).**
- 3- Student understanding of current technology etiquette, safety, and media production will increase student participation in the Georgia State Media Festival by 1% each year.**
- 4- Student utilization of the media center will increase by 1% for each school site.**

Actions/Strategies/ Interventions	Timeline for Implementation	Needed Professional Learning (including materials)	Funding Source	Person (s) Responsible	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Means of Evaluation
Goal 1. The media specialist will identify and secure selections/materials/resources to support the Georgia Performance Standards.	<i>annually</i>	<i>professional journals and reviews, attendance at media/ literary conferences, media collection analysis using tools like Title wave, Test Trax training, and the school improvement plan</i>	<i>642 media account for professional journals and reviews, school professional learning budget for conferences, free access to www.titlewave.com</i>	<i>Media specialists will purchase media materials.</i>	<i>642 purchase orders, collection analysis/purchasing tool</i>	<i>circulation statistics</i>	<i>review of collection analysis/ purchasing tool and 642 media account purchase orders, Destiny collection reports, Titlewave collection analysis, annual media report</i>

<p>Goal 1. The media specialist will maintain the school media collection based on SACS CASI and GAC standards for accreditation.</p>	<i>annually</i>	<i>review of SAC CASI and GAC standards via review of Liberty County Media Handbook Policy</i>	<i>642 media account for book, periodical, and database purchases</i>	<i>media coordinator</i>	<i>annual media report</i>	<i>circulation statistics</i>	<i>collection statistics from the annual media report</i>
<p>Actions/Strategies/ Interventions</p>	<p>Timeline for Implementation</p>	<p>Needed Professional Learning (including materials)</p>	<p>Funding Source</p>	<p>Person (s) Responsible</p>	<p>Monitoring of Intervention (Artifacts)</p>	<p>Evidence of Impact (Student Learning Data)</p>	<p>Means of Evaluation</p>
<p>Goal 2: Media specialist will implement programs and provide resources to support student achievement by collaborating with teachers to provide reading incentive programs, research lessons, and literature appreciation programs.</p>	<i>ongoing</i>	<i>Media Share Sessions, LEMONS professional learning course, Media and Technology Showcase, Test Trax training, and Helen Ruffin Book Club Phase V professional learning class</i>	<i>Technology Department</i>	<i>media coordinator</i>	<i>LEMONS lesson plans (including GPS, Standards for 21st Century Students, and ISTE NETS for Students), Helen Ruffin Reading Bowl participation, media share presentations</i>	<i>Accelerated Reader reports, CRCT and high school graduation test results</i>	<i>review of Accelerated Reader Reports, site visits, media, LEMONS lesson plans posted to communal location, annual media report</i>
<p>Goal 2: The media specialist will provide technology mini-workshops/ lessons for teachers and students, to include but not limited to: Nettekker, Galileo, United</p>	<i>ongoing</i>	<i>Teacher Tools Training (tools to include netTrekker, Galileo, United Streaming, Renaissance Enterprise, and Star), Media Share Sessions,</i>	<i>Technology Department, 642 media account will provide funding for professional journals, school professional learning budget will provide conference funding</i>	<i>media coordinator and media specialists</i>	<i>teacher workshop sign-in page, media center scheduling documentation, site visits, photographs</i>	<i>AR reports, STAR reports, media festival projects</i>	<i>district usage statistics for Galileo, sign-in sheets from delivered workshops, and annual media report</i>

Streaming, Renaissance Enterprise and Star, and Media Festival.		<i>professional journals, professional listservs, technology focused conferences to include, but not limited to: COMO, GAETC, NECC, Media Consortium</i>					
Actions/Strategies/Interventions	Timeline for Implementation	<i>Needed Professional Learning (including materials)</i>	<i>Funding Source</i>	<i>Person (s) Responsible</i>	<i>Monitoring of Intervention (Artifacts)</i>	<i>Evidence of Impact (Student Learning Data)</i>	<i>Means of Evaluation</i>
Goal 3: The media specialist will increase their awareness of cyber-safety and current trends, issues in technology, literature, and information access.	<i>ongoing</i>	<i>media share sessions, Helen Ruffin Book Club, professional journals, professional listservs, technology focused conferences to include, but not limited to: COMO, GAETC, NECC, Media Consortium, monthly cyber-safety tips at media meetings</i>	<i>642 media account will provide funding for professional journals, school professional learning budget will provide conference funding</i>	<i>media coordinator and media specialists</i>	<i>presentation at media share sessions, redelivery of conference information, monthly cyber-safety tip share session as part of monthly media meetings</i>	<i>number of students participating in the media festival, and achievement in school, county, state, and international media festival</i>	<i>media festival project rubric, annual media report, and system cyber-safety tip checklist</i>

<p>Goal 3: Media specialist will assist students and teachers with media production.</p>	<p><i>ongoing</i></p>	<p><i>Helen Ruffin Book Club Phase V, media share sessions, LEMONS professional learning course, professional journals, professional listservs, technology focused conferences to include, but not limited to: COMO, GAETC, NECC, Media Consortium</i></p>	<p><i>Technology Department, 642 media account will provide funding for professional journals, school professional learning budget will provide conference funding</i></p>	<p><i>media coordinator and media specialists</i></p>	<p><i>presentation at media share sessions/ redelivery of conference information, site visits, student media festival projects, school media festival</i></p>	<p><i>student projects, photographs</i></p>	<p><i>Number of media festival projects participating at each level, LEMONS lesson template requires a media festival project outcome, project rubrics, annual media report</i></p>
<p><i>Actions/Strategies/ Interventions</i></p>	<p><i>Timeline for Implementation</i></p>	<p><i>Needed Professional Learning (including materials)</i></p>	<p><i>Funding Source</i></p>	<p><i>Person (s) Responsible</i></p>	<p><i>Monitoring of Intervention (Artifacts)</i></p>	<p><i>Evidence of Impact (Student Learning Data)</i></p>	<p><i>Means of Evaluation</i></p>

<p>Goal 4: Media specialist will promote events and services to include, but not limited to one evening technology related event per year. Evening event content to include but not limited to: netTrekker, Galileo, AR, cyber-safety</p>	<p><i>ongoing</i></p>	<p><i>media share session, print and non-print resources distributed during media meetings, site visits to other media centers in surrounding counties, professional journals, professional listservs, technology focused conferences to include, but not limited to: COMO, GAETC, NECC, Media Consortium</i></p>	<p><i>642 media account will provide funding for professional journals, Technology Department will provide funding for site visits, school professional learning budget will provide conferenc funding</i></p>	<p><i>media coordinator and media specialists</i></p>	<p><i>media center newsletters, media center website, email, video productions, media center brochure, education page of Coastal Courier, media blog, Liberty County Board of Education Good News</i></p>	<p><i>The increase in teacher and student use of services will be visible in the media center scheduling, circulation statistics, Nettekker usage statistics, and Accelerate Reader participation statistics, and annual media report.</i></p>	<p><i>site visits, annual media report, and promotional materials produced by the media specialist</i></p>
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Appendix F

Jordye Bacon Elementary School Improvement Plan 2011/2012

Action Plan for Reading

Annual, Measurable Objective(s): The percentage of students who score at Level II or higher on the CRCT will increase to **96% in 2012, 98% in 2013, and 99% in 2014.**

{NCLB, Title I, PL, GLISI, SACS, Tech}

Specific Academic Areas within Content (i.e. domains) and Subgroups (i.e. Special Education, LEP, etc.) to Address (based on analysis of AYP Report and School Student Performance Data over the last three years)

Reading for Information

All

Media Literacy

All

Factors Affecting Student Achievement to Address (based on analysis of What Works in Schools Survey Results and the Standards Assessment Inventory, Equity Needs Survey)

1) Learning2) Learning Communities3.) Teacher Collaboration 4) Effective Teaching Practices {Title I, PL, Tech}

Actions/Strategies/Interventions	Timeline	Professional Development Resources/Est. Costs	Person(s) Responsible	Means of Evaluation	Assessment of Evaluation
The principal will continue to implement collaboration between classroom teachers, teachers in the after school program, administrators, and support staff to ensure implementation of lessons to address skill deficiencies of those attending are addressed. {NCLB, Title I,Tech}	Oct.11/Mar. 12	None	Teachers/After-school coordinator	Lesson Plans/After-School Skills Inventory Student Samples	Analysis of CRCT Reports for Spring 2012
The teachers will implement lessons that incorporate differentiated instruction to ensure the learning of all students in reading comprehension {NCLB, Title I, PL, GLISI, SACS, }	Aug 11/May 12	None	Teachers	Teacher observation, Lesson Plans	100% of students will achieve mastery standard
The teachers will implement and incorporate higher	Aug.	CRCT Higher	Principal,	Student work	100% of

order questioning techniques to model the relationship of implicitly stated main idea and story details. {NCLB, Title I, PL, GLISI, SACS, Tech}	11/May 12	Order...booklet (Ga.) Teacher's Desk Reference and Critical Thinking Guide (previously purchased)	Teachers, Curriculum Coordinator	Focus Walks	students will achieve mastery standard Focus Walks
The teachers will implement elements of classroom assessment. The teachers will implement assessments based upon an analysis of the benchmark data gathered and discussed in professional learning communities. {NCLB, Title I, PL, GLISI, SACS, SAI}	Aug. 11/May 12	Book for PLC <i>Classroom Assessment For Student Learning</i> Stiggins, Arter, J. Chappuis, and S. Cappuis (previously purchased)	Learning Communities	Teacher observation/Benchmark assessments	100% of students will achieve mastery standard
Title I resource teachers will implement remediation to EIP students daily. (NCLB, Title I)	Aug. 11/May 12	Salaries, Title I PLCs, Leadership team	Principal, Curriculum Coordinator	AR scores, Benchmarks, GRASP screenings	100% of students will achieve mastery standard
Professional Learning Communities will plan units and develop lessons to improve the teaching of Reading {NCLB, Title I, PL, GLISI, SACS, Tech}	Sept. 11- May 12	none	Teachers	Observations, Lesson plans, Meeting Agendas	Analysis of CRCT Reports for Spring 2011
GRASP Screenings will be administered to check student progress and plan instruction.	August 11, ongoing	RtI/SST Coordinator, Principal none	Principal, curriculum coordinator	Informal Assessments GRASP screening	Analysis of CRCT Reports for Spring 2012
The CRCT Benchmark will be administered at the	October	Provided by BoE	Computer Lab	Lesson plans	Analysis of

end of each marking period to check student progress and plan instruction.	11/February 12		teacher, Curriculum Coordinator		CRCT Reports for Spring 2012
Students from Head Start, daycares, and Liberty County School System Pre-Kindergarten will be provided with an on-campus orientation. The orientation will include discussions on dress code, reading and math curriculum, and GKIDS. Field trip to the local middle school for fifth to sixth grade orientation. {NCLB, Title I, SACS}	May 12	Non e	Kindergarten Grade Level Chair and Kindergarten teachers Fifth Grade Teachers	Observation	Informal observation by the presenters Informal conversations with the visitors to JBE
Students and staff will participate in DEAR (Drop Everything And Read) the last 15 minutes of each school day.	Aug. 11- May 12	None	Faculty and Staff	Observation	CRCT
The computer teacher and media specialist will collaborate to schedule lessons that enhance students' skills in Information and Media Literacy.	Aug.11- May12	None	Computer teacher, media specialist	Observation	Reading scores Spring 12

Appendix G

Jordye Bacon Elementary School Improvement Plan 2011/2012

Action Plan for Language Arts					
<p>Annual, Measurable Objective(s): The percentage of students who score at Level II or higher on the CRCT will increase to 96% in 2012, 97% in 2013, and 98% in 2014. {NCLB, Title I, PL, GLISI, SACS, Tech}</p> <p>Specific Academic Areas within Content (i.e. domains) and Subgroups (i.e. Special Education, LEP, etc.) to Address (based on analysis of AYP Report and School Student Performance Data over the last three years)</p> <p>Grammar Sentence Construction <u>All</u> Research and Writing Process <u>All</u></p> <p>Factors Affecting Student Achievement to Address (based on analysis of What Works in Schools Survey Results, and Standards Assessment Inventory, Equity Needs Survey)</p> <p>1) Learning 2) Effective Teaching Practices 3.)Teacher Collaboration 4.) Learning Communities {Title I, PL, Tech}</p>					
Actions/Strategies/Interventions	Timeline	Professional Development Resources/Est. Costs	Person(s) Responsible	Means of Evaluation	Assessment of Evaluation
The principal will implement collaboration between classroom teachers and teachers in the after school program to ensure implementation of lessons where skill deficiencies of those attending are addressed. {NCLB, Title I, Tech}	Oct.11/ March 12	None	Teachers/After-school coordinator	Benchmarks, Performance Tasks	Analysis of CRCT Reports for Spring 2012

The principal will implement remediation of students with after-school instruction. {NCLB, Title I, Tech}	Oct. 11/April 12	Teachers' salaries-\$50,000.00 Title II None	Teachers, After-School Coordinator Principal	Performance Tasks, Benchmarks	Analysis of CRCT Reports for Spring 2012
The staff will implement the dissemination of information to parents through weekly homework sheets outlining standards for the week. {NCLB, Title I, SACS, Tech}	Aug. 11/May 12	None	Curriculum Coordinator/Principal	Increase in the actual completion of homework	100% of students will achieve mastery standard
The teachers will implement elements of classroom assessment. Revisions will be based upon an analysis of the benchmark data. {NCLB, Title I, PL, GLISI, SACS, SAI}	Aug. 11/May 12	None	Teachers/Principal/ Media Specialist	Teacher observation and analysis of written work Benchmark assessments	100% of students will achieve mastery standard
Technology will be implemented by the staff to assist the planning of instruction that incorporates research process and source materials to improve research development. {NCLB, Title I, PL, GLISI, SACS}	Aug. 11/May 12	None	Central Office Technology specialist and Principal	Teacher observation Lesson Plans Benchmark assessments	100% of students will achieve mastery standard
The principal will implement a school Technology Team working with central office technology specialist	August 11-ongoing	None	Principal, curriculum coordinator	Regular visits by trainers, Benchmark assessments	Spring 12 CRCT results

<p>providing PL to improve the use of technology and increase the success of all students in Language Arts. {NCLB, Title I, PL, GLISI, SACS}</p> <p>The teachers will implement collaborative lessons based on the GPS. Teachers will plan with the computer lab teacher in order to use technology to enhance daily lessons in the school's computer lab. {NCLB, Title I, PL, GLISI, SACS}</p>	<p>Aug. 11/May 12</p>	<p>None</p>	<p>Principal, curriculum coordinator</p>	<p>Lesson Plans</p>	<p>Spring 2012 Writing scores</p>
<p>The teachers will implement effective writing strategies to enhance students' usage and understanding {NCLB, Title I, PL, GLISI, SACS, Tech}</p>	<p>Aug. 11/May 12</p>	<p>None</p>	<p>Principal, curriculum coordinator</p>	<p>Analysis of Writing Rubrics, and student samples</p>	<p>Spring 12CRCT results</p>
<p>The teachers will implement grade-level specific daily read-a-loud to strengthen grammar and vocabulary skills</p>	<p>Aug. 11/May 12</p>	<p>None</p>	<p>Teachers, principal</p>	<p>Work samples/report card</p>	<p>Student Performance</p>
<p>The Media Specialist will provide students with lessons and activities to reinforce classroom instruction.</p>	<p>Aug. 11 /May 12</p>	<p>None</p>	<p>Media Specialist</p>	<p>Benchmark analyzes</p>	<p>Student Performance</p>

Teachers and the Media Specialist will collaborate using picture books for writing instruction in order to enhance the students' writing skills.	Aug.11 /May 12	None	Kindergarten through Fifth Grade Teachers; Media Specialist	Teacher Observation & Student Performance	Student Performance
The Speech Teacher will be trained on implementing current evaluation procedures in order to identify students in need of services	Feb. 11 May 12	Title II funds	Speech Teacher/Assistant Principal	Analysis of Writing Rubrics, and student samples	Student Performance
Teachers will model a writing lesson daily that focuses on conventions	Aug. 11- May 12	None	Principal, teachers	Observation/Annual Reviews	Writing samples

Appendix H

Jordye Bacon Elementary School Improvement Plan 2011/2012

Action Plan for Math

Annual, Measurable Objective(s): The percentage of students who score at Level II or higher on the CRCT will increase to **89% in 2012, 90% in 2013, and 91% in 2014.**

{NCLB, Title I, PL, GLISI, SACS, Tech}

Specific Academic Areas within Content (i.e. domains) and Subgroups (i.e. Special Education, LEP, etc.) to Address (based on analysis of AYP Report and School Student Performance Data over the last three years)

Geometry and Measurement

All _____

Numbers and Operations _____

All _____

Factors Affecting Student Achievement to Address (based on analysis of What Works in Schools Survey Results and Standards

Assessment Inventory, Equity Needs Survey):

1) Learning 2) Effective Teaching Practices 3.) Teacher Collaboration 4.) Learning Communities {Title I, PL, Tech}

Actions/Strategies/Interventions	Timeline	Professional Development Resources/Est. Costs	Person(s) Responsible	Means of Evaluation	Assessment of Evaluation
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The teachers will implement the dissemination of information to parents through weekly homework sheets outlining our Essential standards for the week. {NCLB, Title I, SACS, Tech}	Aug. 11/May 12	None	Teachers	Samples of parent report	Spring 12 CRCT results
The Leadership Team will identify areas of need at each grade level based on a comprehensive analysis of the CRCT. {NCLB, Title I, GLISI, SACS}	August 11	None	Principal	Analysis of CRCT Data	Spring 12 CRCT results
Title I resource teachers will implement remediation to EIP students daily. {NCLB, Title I, PL, GLISI, SACS, Tech}	Aug. 11/May12	Salary - Title I training will be school wide training using past mentors.	Teachers	Peer observations	Spring 12 CRCT results
The principal will implement peer observations to help teachers develop lessons that provide remediation and enhancement for students. {NCLB}	Aug. 11/May 12	None	Principal	Focus Walks Lesson Plans	Spring 12 CRCT results
The principal will provide Professional Learning to all staff members in teaching the GA GPS Math curriculum.	Ongoing	PL-Math Specialist (LCBoE) No cost	Principal, curriculum coordinator	Focus Walks Lesson Plans	Spring 12 CRCT results
The teachers will implement lessons that incorporate differentiated instruction to ensure the learning of all students in Math basic skills and problem solving. {NCLB, Title I, PL, GLISI, SACS}	Ongoing	None	Principal, curriculum coordinator	Lesson Plans, Focus Walks, Benchmarks	Spring 12 CRCT results
To increase student achievement, school leaders and staff members may participate in RESA GaDOE, and GLRS content related job specific, and / or leadership development sessions as appropriate for school improvement. {NCLB, Title I, PL, GLISI, SACS}	Ongoing	PL funds	principal	Lesson Plans, Focus Walks	Spring 12 CRCT results

<p>EIP and Title I, teachers will be trained how to create a classroom environment where struggling learners can thrive and be successful. (NCLB, Title I, GLISL, SACS)</p>	<p>Sept. 2011</p>	<p>Title II funds-sub</p>	<p>LCSD Curriculum Team</p>	<p>Lesson plans, observations</p>	<p>Benchmark data</p>
<p>The media specialist will present “problems of the day” daily during the morning announcements.</p>	<p>Aug. 2011 May 2012</p>	<p>None</p>	<p>Media specialist, teachers</p>	<p>Lesson plans, observations</p>	<p>Observation</p>
<p>The teachers will implement the use of bi-weekly reports to parents indicating the level of math fluency</p>	<p>Aug.11- May 12</p>	<p>None</p>	<p>Principal, teachers</p>	<p>Weekly grade level collaboration</p>	<p>Benchmark data</p>

Appendix I

Jordye Bacon Elementary School Improvement Plan 2011/2012

Action Plan for Science

Annual, Measurable Objective(s): The percentage of students who score at Level II or higher on the CRCT will increase to 85% in 2012, 90% in 2013, and 91% in 2014.

{NCLB, Title I, PL, GLISI, SACS, Tech}

Specific Academic Areas within Content (i.e. domains) and Subgroups (i.e. Special Education, LEP, etc.) to Address (based on analysis of AYP Report and School Student Performance Data over the last three years)

Earth Science

All _____

1 _____

Factors Affecting Student Achievement to Address (based on analysis of Title I Equity Needs Survey Results, Standards Assessment Inventory,):

1.) Learning 2) Effective Teaching Practices 3.) Teacher Collaboration 4.) Learning Communities {Title I, PL, Tech}

Actions/Strategies/Interventions	Timeline	Professional Development Resources/Est. Costs	Person(s) Responsible	Means of Evaluation	Assessment of Evaluation
The Leadership Team will identify areas of need at each grade level based on a comprehensive analysis of the CRCT. {NCLB, Title I, GLISI, SACS}	August 11	None	Principal	Analysis of CRCT Data	Spring 12 CRCT results
The principal will implement peer observations to help teachers develop lessons that provide remediation and enhancement for students. {NCLB}	Aug. 11/May 12	None	Principal	Focus Walks Lesson Plans	Spring 12 CRCT results
The principal will provide Professional Learning to all staff members in teaching the GA GPS Science curriculum.	Ongoing	Curr. Specialist (LCBoE) No cost	Principal, curriculum coordinator	Focus Walks Lesson Plans	Spring 12 CRCT results

The teachers will implement lessons that incorporate differentiated instruction to ensure the learning of all students in Earth Science. {NCLB, Title I, PL, GLISI, SACS}	Ongoing	None	Principal, curriculum coordinator	Lesson Plans, Focus Walks,	Spring 12 CRCT results
To increase student achievement, school leaders and staff members may participate in RESA GaDOE, and GLRS content related job specific, and / or leadership development sessions as appropriate for school improvement. {NCLB, Title I, PL, GLISI, SACS}	Ongoing	PL funds	principal	Benchmark	Spring 11 CRCT results
The Physical Education Teacher will be trained on implementing the new Health/PE GPS during physical education lessons. (NCLB, Title I, GLISI, SACS)	Sept. 2011	Title II funds-sub	Principal, curriculum coordinator	Lesson Plans, Focus Walks	Observation
EIP and Title I, teachers will be trained how to create a classroom environment where struggling learners can thrive and be successful. (NCLB, Title 1, GLISI, SACS)	Aug. 2011 May 2012	None	LCSD Curriculum Team	Lesson plans, observation	Observation
The teachers will create hands on project based activities 2 times per year for all students in the domain of Earth Science.	Aug.11- May 12	None	teachers	Lesson plans, observation	Observation

Appendix J

Jordye Bacon Elementary School Improvement Plan 2011/2012

Action Plan for Social Studies

Annual, Measurable Objective(s): The percentage of students who score at Level II or higher on the CRCT will increase to **85% in 2012, 90% in 2013, and 91% in 2014.**

{NCLB, Title I, PL, GLISI, SACS, Tech}

Specific Academic Areas within Content (i.e. domains) and Subgroups (i.e. Special Education, LEP, etc.) to Address (based on analysis of AYP Report and School Student Performance Data over the last three years)

Geography _____ All

Economics _____ All

Factors Affecting Student Achievement to Address (based on analysis of What Works in Schools Survey Results and Standards Assessment Inventory, Equity Needs Survey):

1) Learning Communities 2) Effective Teaching Practices 3.) Teacher Collaboration 4.) Learning {Title I, PL, Tech}

Actions/Strategies/Interventions	Timeline	Professional Development Resources/Est. Costs	Person(s) Responsible	Means of Evaluation	Assessment of Evaluation
The teachers will implement the dissemination of information to parents through weekly homework sheets outlining our Essential standards for the week. {NCLB, Title I, SACS, Tech}	Aug. 11/May 12	None	Teachers	Samples of parent report	Spring 12 CRCT results
The Leadership Team will identify areas of need at each grade level based on a comprehensive analysis of the CRCT. {NCLB, Title I, GLISI, SACS}	August 11	None	Principal	Analysis of CRCT Data	Spring 12 CRCT results
The principal will provide Professional Learning to all staff members in teaching the GA GPS Social Studies curriculum.	Aug. 11/May 12	None	Principal	Focus Walks Lesson Plans	Spring 12 CRCT results

<p>The teachers will implement lessons that incorporate differentiated instruction to ensure the learning of all students in Social Studies geography and economics. {NCLB, Title I, PL, GLISI, SACS}</p>	<p>Ongoing</p>	<p>PL-Curr. Specialist (LCBoE) No cost</p>	<p>Principal, curriculum coordinator</p>	<p>Focus Walks Lesson Plans</p>	<p>Spring 12 CRCT results</p>
<p>To increase student achievement, school leaders and staff members may participate in RESA GaDOE, and GLRS content related job specific, and / or leadership development sessions as appropriate for school improvement. {NCLB, Title I, PL, GLISI, SACS}</p>	<p>Ongoing</p>	<p>PL/Title I funds Title II funds-sub</p>	<p>Principal, curriculum coordinator</p>	<p>Lesson Plans, Focus Walks, Benchmark</p>	<p>Spring 12 CRCT results</p>
<p>The teachers will create a token store to be used each nine weeks to teach economic skill to students.</p>	<p>Ongoing</p>	<p>None</p>	<p>Principal, curriculum coordinator</p>	<p>Lesson Plans, Focus Walks</p>	<p>Observation</p>
<p>The teachers will implement lessons that use technology to enhance students' geography skills.</p>	<p>Ongoing</p>	<p>None</p>	<p>Principal, curriculum coordinator</p>	<p>Lesson Plans, Focus Walks</p>	<p>Observation</p>

Appendix K

Jordye Bacon Elementary School Improvement Plan 2011/2012

Action Plan for Attendance

Annual, Measurable Objective(s): Students will raise attendance to 97% in 2012, 98% in 2013, 99% in and 99% 2014.
 {NCLB, Title I, PL, GLISI, SACS, Tech}

Specific Academic Areas within Content (i.e. domains) and Subgroups (i.e. Special Education, LEP, etc.) to Address (based on analysis of AYP Report and School Student Performance Data over the last three years)

Less than 15% of the students will be absent 15 days or more SWD

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Factors Affecting Student Achievement to Address (based on analysis of What Works in Schools Survey Results and Standards Assessment Inventory):

1) Instruction 2) Student Motivation 3)Teacher Collaboration 4) Evaluation {Title I, PL, Tech}

Actions/Strategies/Interventions	Timeline	Professional Development Resources/Est. Costs	Person(s) Responsible	Means of Evaluation	Assessment of Evaluation
The principal will implement a monthly attendance celebration for all students with 100% attendance. Teachers will stand by their door and greet all students as they arrive each morning. {NCLB}	Aug. 11/May 12	\$600.00 School Funds	Counselor/Principal	Review of the 20 day attendance report	Student attendance will increase to 97% by May 12.
The teachers will refer students who are absent 5 days to the Visiting Teacher/School Social Worker. {NCLB}	Aug. 11/May 12	None	Assistant Principal/Visiting Teacher	Review of the 20 day attendance report	student attendance will increase to 97% by May 12

<p>The Physical Education Teacher will implement lessons that help students develop good health habits through physical education lessons.</p>	<p>Aug. 2011 May 2012</p>	<p>Healthy School Program \$200.00 School Funds</p>	<p>Homeroom teachers, Nurse, and Physical Education Teacher</p>	<p>Review of the 20 day attendance report</p>	<p>Student attendance will increase to 97% by May 12.</p>
<p>The counselor will train student conflict eliminators to implement individual counseling, small group counseling, and classroom counseling with the assistance of teachers. (SACS)</p>	<p>November 11 March 12</p>	<p>None</p>	<p>Counselor</p>	<p>Agenda</p>	<p>Observation</p>
<p>The Physical Education Teacher will implement lessons that help students develop good health habits through physical education lessons. (NCLB)</p>	<p>August 11 to May 12</p>	<p>Share the Wealth, Health and Physical Education Conference. \$500.00 Title II funds-sub</p>	<p>Homeroom teachers and Physical Education Teacher</p>	<p>Review of the 20 day attendance report</p>	<p>Student attendance will increase to 97% by the year 2012.</p>