



**Georgia Department of Education  
Title I Schoolwide/School Improvement Plan**

<b>SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE</b>		
<b>School Name:</b> William M. Boyd Elementary School	<b>District Name:</b> Atlanta Public School District	
<b>Principal Name:</b> Joi C. Kilpatrick	<b>School Year:</b> 2018-19	
<b>Principal's Email Address:</b> Joi.Kilpatrick@atlanta.k12.ga.us		
<b>School Title I Contact's Name:</b> Mark T. Harris		
<b>School Title I Contact's Email Address:</b>  Mark T.Harris		
<b>Principal's Signature:</b>		<b>Date:</b> August 31, 2018
<b>Executive Director of Federal Program's Signature:</b>		<b>Date:</b>
<b>Revision Date:</b>	<b>Revision Date:</b>	<b>Revision Date:</b>



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### Schoolwide/School Improvement Plan (SWP/SIP) Template Instructions

- Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA) Section 1114 (b) (1), requires a Title I schoolwide plan to contain the components listed on this template, as well as, related measurable goals and strategies for implementation.
- As a charter district, Atlanta Public Schools has opted to participate in the Georgia Department of Education (GaDOE) Consolidation of Funds (Fund 150) Pilot. The purpose of consolidating funds is to help schools effectively design and implement plans based on needs identified through comprehensive needs assessments. Schools participating in the Fund 150 consolidation program must complete an *Intent and Purpose form*. The purpose of this form is to document how the schoolwide plan meets the intent and purpose of each federal program that is contributing to the consolidated pool. The *Intent and Purpose form* may or may not be how the money from the funding source is being spent, but how the school is meeting the intent of the legislation applying to these programs. Additionally, the consolidation of Title I funds require the schools to include the following components in the *Intent and Purpose form*: remediate students who are not meeting the state's standards of academic proficiency, provide professional development for staff; and engage parents and families. Currently, charter and partner schools are not participating in the consolidation of funds and are not required to submit the *Intent and Purpose form*.
- Please list your planning committee members on the next page along with signatures of participating team members. This team must include stakeholder involvement (parents of Title I students, community representatives, teachers, administrators, etc.). Section 1114 (b)(2)(B)(ii) Plan Development states: The comprehensive plan shall be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school.



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**Planning Committee Members** (*Parents liaisons, if applicable, parents and other members of the community must be a member of the planning committee. For high schools, two students are required to serve on the planning committee.*):

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Joi Kilpatrick		Principal <i>(Required)</i>
Audrianna Douglas		Assistant Principal
Amzie Yarde		Instructional Coach
Aja Underdue		Instructional Coach
Traci Cohen		Teacher
Trina White		Teacher
Shenese Fraiser		Teacher
Melissa Pollard		Gifted Teacher
Deidre Johnson		Special Education Lead Teacher
Tatanisha Copeland		Counselor
Debbie Vassell Mitchell		Media Specialist
Aisia Anderson		Parent Liaison or Designee
		State Educational Specialist (SES)
Mark Harris Jr.		Title I Compliance Analyst, Atlanta Public Schools
London Mack-Henry		Community Member or Parent <i>(Required)</i>
Crystal Bailey		Parent <i>(Required)</i>
		Student <i>(Required for High Schools)</i>
		Student <i>(Required for High Schools)</i>



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**SWP Components**

\*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement. **Please refer to the Protocol Packet to obtain the comprehensive needs assessment.**

*Response:*

C. To ensure compliance with Title I Part-C (Migrant Education), Georgia Department of Education (GaDOE) Occupational Survey questions have been incorporated within APS Student Enrollment Form. If yes, responses to any of these questions are received, the name and contact information is forwarded to the ABAC Migrant Education Consortium to determine Migrant status and eligibility for program services and support. Students, who are deemed eligible for Migrant education program services, receive support at their local school and offered additional academic support, resources and other services coordinated by the ABAC consortium. Student grades and progress reports from their home school are used to identify their weakness and determine if additional support is needed. Tutorial sessions are designed to address deficiencies and to ensure students master skills required to meet academic standards.

\*2. Schoolwide reform strategies that are scientifically-researched based and;

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 overall goal at Boyd Elementary is to provide a learning environment that will facilitate learning for all students through research-based instructional strategies, curricula, instructional resources and quality on-going professional development. The goal is to decrease the percentage of students not meeting standards in English language arts, mathematics, science and social studies on the GA Milestones. It is expected that the percentage of students will increase as proficient and distinguished learners in English language arts, mathematics, science and social studies on the GA Milestones. The student population is 99% African American with approximately 100% of students eligible for free and/or reduced lunch.

The Pyramid of Interventions outlined and defined by the Georgia Department of Education (GADOE) serves as a road map for providing quality instruction to all students. At the first tier, all students participate in standards-based education. The goal of standards-based education is



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to improve learning and achievement for all students as measured against rigorous academic standards. Within tier two, additional interventions are introduced to help struggling students master skills. If students continue to struggle mastering academic skills after additional interventions have been put in place at tier two, they are then referred to the Student Support Team (SST) process (tier three). During this level, the SST committee convenes to identify an instructional plan for the student(s). The plan is monitored and revisited on an on-going basis. Students with disabilities are served in tier four and also simultaneously in tier one through inclusion, co-teaching, and consultative service delivery models. They also have access to adapted content, methodology and instructional delivery in accordance with their Individualized Education Plan (IEP) within the inclusion model.

All students are assessed frequently throughout the school year to monitor mastery of standards/skills. Some formative assessment measures include teacher made tests, spiral reviews, system-wide benchmarks and common assessments. The individual results afford teachers numerous opportunities to adjust instructional delivery methods based on student needs. Some instructional delivery methods include whole group, small group, flexible groups, direct instruction, one-to-one instruction and cooperative group instruction.

\*4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.

A. We will include teachers, principals, paraprofessionals, and, if appropriate, pupil services personnel, parents, and other staff in the following professional development activities. These activities are designed to address the root causes of our identified needs.

Specific Professional Developments :

1. Reading: Blast for K- 5; Guided Reading; Orton Gillingham Training
2. Math K-5: NCTM; Metro RESA; Guided Mathematics
3. Science: NSTA; National Conference and Metro RESA
4. Common Core Standards Implementation
5. Differentiated Instruction Conference, SDE

The professional development that has been identified this year is centered on providing support for classroom teachers to enhance the overall performance of all students. Teachers and other instructional personnel are allowed to attend off-site professional development to enhance personal academic growth as needed. The instructional leadership personnel attend various types of professional training on an on-going basis. Some of the topics include: classroom management, differentiated instruction, data interpretation, STEM training, Guided Reading, Leveled texts, Instructional Best Practices, Guided math and Response to Intervention (RTI).

Our paraprofessionals work under the direct supervision of a teacher and they attend site-



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based professional learning development and district paraprofessional training. Several Boyd staff members are working on higher degrees this school year. Some of the topics include Response to Intervention, Classroom management, Differentiated Instruction, and Classroom Centers.

The Instructional Coaches (IC) in collaboration with TNTP will provide on-going professional learning support to all staff members. They will inform classroom teachers about Curriculum and Instructional models, approaches, and best teaching practices that should be implemented on a daily basis. The IC will also support the teacher by modeling lessons co-teaching, planning, providing individualized conferences, as well as aggregating and disaggregating data. In addition, the IC provides the teachers with instructional resources and literature to review best teaching strategies.

**B.** We have aligned professional development with the State's academic content and student academic achievement standards by scheduling in-services to enhance teacher growth in Common Core Standards, Text Complexity, Vocabulary, Writing Across the Curriculum, Math fluency/practices, Classroom Management, Differentiated Instruction, and Integrating Technology in the Classroom. The need for these trainings was identified by teacher interest, observation feedback, classroom observations, teacher evaluations and student performance.

**C.** We have devoted sufficient resources to effectively carry out professional development activities that address the root causes of academic problems. For example, district level personnel and local school personnel will provide training in areas such as CCGSE, and various instructional practices throughout the school year. Some in-house professional learning topics include: classroom management, differentiated instruction, data interpretation, STEM training, Guided Reading, Leveled texts, Instructional Best Practices, Guided math and Response to Intervention (RTI). The method of delivery will include professional learning communities that are focused on Guided Reading, Understanding Math, Improving Parent Engagement, and Scientific Methods and Inquiry Based Instruction, hands-on learning through peer observations, one-on-one work with the instructional coach or professional development workshops in or out of state. Professional learning is mandatory for all staff members (100% participation required).

**D.** We have included teachers in professional development activities regarding the use of academic assessments. This training is on-going during grade level professional learning communities. There are on-going discussions about item analysis, item misconceptions and the overall performance of students. Teachers often create charts and graphs to show overall class performance. These in-service modules are designed to enable teachers to chart and make the necessary changes in instructional delivery methods as needed.



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**\*5. Strategies to increase parental involvement.**

*In completing this section, you should review the parental involvement strategies already defined in your school's parental involvement policy. These could include many of the suggested responses below, although other strategies may still be considered.*

Boyd Elementary selected School Designed Family Engagement Option.

*Response:*

Parental Involvement is an area of great concern at William M. Boyd Elementary. According to Effective Schools Research, parent involvement is a necessary correlation in assuring high achievement at a school. Our archival information supports the fact that less than 30 percent of our parents participate in school-sponsored activities.

A. We will involve parents in an organized, ongoing, and timely manner with planning, reviewing, and improving school-wide programs and parental involvement. This will be achieved by inviting parents throughout the year to provide input and review ways to make improvements with Boyd's instructional program. Below are the ways we solicit feedback from parents as well as, promote engagement:

- Weekly reports are generated every week to provide parents updates on student's progress student growth.
- At the start of each assessment and conclusion of each assessment parents are provided parent reports.
- Parent teacher conferences are held to discuss concerns.
- A Parent Liaison position is in place within the building in an effort to build parent partnerships/relationships. The liaison will primarily work to bridge the gap between the school and parents while providing monthly workshops and coordinating volunteer opportunities within the classrooms. The parent center is located in the building to give all parents a place to come, complete activities for teachers, and retrieve parenting resources. The parent center hours are daily from 8:00 a.m. - 3:00 p.m. Parents can volunteer every day from 9:30a.m.-12:30 p.m. daily.
- Parents are provided with a parent/student/teacher compact and parent/student handbook at the beginning of the year so that they are informed of the rules, procedures, and processes used here at the school.
- A Yearly calendar with all dates for parent and students events will be shared at the beginning of the school year in written format and updates on the website, when changes occur, as well as written notification.
- A monthly video newsletter is available on the school website for all parents in an effort to keep them informed of the current events and important information from the school.
- Regularly scheduled events/celebrations will be held throughout the year for students and



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parents that revolve around student achievement. Activities include but are not limited to: curriculum days/nights, family nights, special performances, awards ceremonies, and celebration events.

- The Parent Teacher Association will host a minimum of five meetings for parents in an attempt to keep them informed about school activities, initiatives, and student academic progress. Necessary information will be shared with parents that focus on student achievement; school targets, study skills, content knowledge, technology, as well as parent centered topics such as; searching for jobs, creating resumes, financial management, etc. Additionally, members of the association are informed of workshops, conventions, and programs that are available to them throughout the year. Money is available in Title I budget to assist as well as through the PTA for fundraising efforts.

- Parents will have the opportunity to become involved in the school by joining the GO Team. The GO Team meets at least four times within the school year to discuss issues that lead to overall school improvement. The council addresses issues shared by the principal in an effort to identify underlying problems, research best practices, outline possible solutions, and design proposal(s) for implementation.

A. We will update the school parental involvement policy periodically to meet the changing needs of parents and the school, and distribute it to the parents of participating children and make the parental involvement plan will be available to the local community, by posting the plan on our website and having a copy in the parent center.

B. We will conduct an annual meeting, at a convenient time, to inform parents about the school's Title I program, the nature of the Title I program, and the parents' requirements. In addition, the school parental involvement policy, the school-wide plan, and the school-parent compact will be provided to encourage and invite all parents of participating children to attend by sending flyers, making phone calls and creating stickers to remind our parents. Additionally, teachers will use the compact during parent meetings to review and reiterate the expectations.

C. We will offer a flexible number of meetings, in the morning or evening, and provide transportation, child care, or home visits, as such services relate to parental involvement by developing our Parent University. This program is offered on the 2<sup>nd</sup> Tuesday of each month. Transportation will be provided, as well as child care.

D. We will provide parents of participating children with timely information about the Title I program, a description and explanation of the curriculum, the forms of academic assessments used to measure student progress, and the proficiency levels students. We will provide opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions related to the education of their child, and respond to





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any suggestions, by having a set calendar. Additionally, there are preset days that school based activities will take place.

E. We will consistently use a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

F. We will provide assistance to parents of participating children, as appropriate, in understanding the state's academic content standards, the state's student academic achievement standards, the state and local academic assessments including alternate assessments, the requirements of Title I, Part A, how to monitor their child's progress, and how to work with educators, by conducting bi-monthly meetings with the Instructional coaches and counselor.

G. We will provide materials and training to help parents to work with their child to improve achievement, such as literacy training and using technology to foster parental involvement. The focus is to provide parents a venue to learn skills and concepts needed to enhance their child's learning.

H. We will provide training to educate the teachers, pupil services personnel, principal, and other staff in ways to reach, communicate and work with parents as equal partners. School-wide efforts for increasing parental involvement and participation are driven by yearly findings. Use of Title I funds, miscellaneous fund, and new initiatives are derived from our end of the year findings. These findings are what focus our parent initiatives and involvement efforts for the current school year. The first parent meeting is used to inform parents of Federal, State, and local services and programs available. In addition, it is also explained to all parents that Boyd is a Title I School and the curricular program is explained in great detail. A summary of the Title I budget and use of Title I funds is also given during that meeting.

I. We will ensure that information related to the school, parent programs, meetings, and other activities, is sent to the parents of participating children with uniformity, including alternative formats.

J. We will provide full opportunities, for parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA.

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

*Response:*



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The focus and purpose of Prekindergarten is to prepare the students to be ready to learn in Kindergarten. Prekindergarten implements transition activities for students and parents. The Kindergarten team meets with the parents. They explain the expectations of Kindergarten. Also, a visit to kindergarten for a day is planned in May for the students. The students are divided into three groups to visit with the kindergarten classes and have lunch with them. The teachers will provide many other activities to prepare the students for kindergarten. The Pre-K curriculum is developmentally appropriate and is in correlation with Bright from the Start Georgia Standards.

14. The plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers under section 1117, determines that less time is needed to develop and implement the schoolwide program.

*Response:* William M. Boyd Elementary plan is revised on an annual basis with parents and staff.

B. **NEW** - Method of monitoring the schoolwide plan; the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.

*Example of monitoring artifacts: formative assessments; focus walks; classroom observations; minutes from leadership, collaboration and department meetings; data talks; parent engagement meeting minutes; parent engagement agendas; parent and staff surveys; and sign-in sheets for parent engagement activities, professional development, and staff/faculty meetings.*

*Response:* The schoolwide plan remains in effect for the duration of the school's participation in Title I, Part A. The plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. This plan will be monitored by classroom observations, modeled teaching, side by side coaching, data analysis talks and planning, monthly Bring your parent to School days, professional learning communities, and weekly leadership team meetings