

Continental Colony Elementary School



Title I Schoolwide Plan

2012-2013

Signature: *Santha A. Sena* Date: 9-20-12
Principal

Executive Director Date: _____

Federal Grants Specialist Date: _____

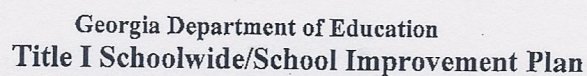
Interim Director, Office of Federal Grants
& Program Compliance Date: _____

Revised: August 24, 2012
Revised: September 20, 2012



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School Name: Continental Colony Elementary School	
School Mailing Address: 3181 Hogan Rd. Atlanta, GA 30331	
LEA Name: Atlanta Public Schools	
LEA Title One Director/Coordinator Name: Andrea Fairres-Moore	
LEA Title One Director/Coordinator Signature:	Date:
LEA Title One Director/Coordinator Mailing Address:	
Email Address:	
Telephone:	
Fax:	



Planning Committee Members:

Dr. John D. Barge, State School Superintendent
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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.

Response:

- A. We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were administrators, Leadership Council (teacher representatives of all facets of the curriculum), parents, students, and local school council members. Various groups met periodically to review the plan and offer suggestions as well as provide feedback. The Title 1 Plan will abide in the Parent Center, Media Center, SharePoint Portal, as well as the school website for continued review and feedback. The Leadership Council will review the plan periodically for any necessary and valid revisions.
- B. We have used the following instruments, procedures, or processes to obtain this information: The Leadership Council met on several occasions to develop and conduct a school-wide needs assessment based on data from the GACRCT and diagnostics given at the opening of school. The following diagnostic instruments were given: Star Early Literacy, Star Reading, DIBELS and the data from GACRCT. After reviewing the data the team established goals and identified specific targeted populations. Council members met with their specific teams to brainstorm strategies to address identified areas of needs for these targeted populations. This input was used to finalize development of this school-wide plan. The plan outlines specific programs and strategies that are directed to increase the number of students meeting and exceeding on the 2013 CRCT and demonstrating mastery of SLOs.

Multiple data sources were utilized in determining the needs for the coming school year. These sources included GACRCT, GA writing assessments, various diagnostic instruments, school-wide survey, attendance, ...

- C. We have taken into account the needs of migrant children. Presently Continental Colony does not have a migrant population in need of service. If we receive migrant students, we will contact the district migrant liaison and follow the prescribed procedures. Though we currently do not serve a migrant population, we do serve a growing population of homeless families. When homeless students are registered, the school system homeless liaison is notified and the school follows all procedures as outlined under the McKinney-Vento Act to ensure enrollment for these families is confidential and painless.
- D. We have reflected on the current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. An Analysis of CRCT data resulted in determinations of performance based around curriculum and assessment misalignments, grade level instructional deficits, teacher deficits and cross grade level gaps in instruction.



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CRCT Math scores indicate:

- Deficits across the board with the weakest area being measurement and the strongest being data analysis and probability (this was consistent across grade levels)
- CRCT Reading proves to be an area of strength especially in 5th grade where there was a 20 point gain but a third and fourth grade decline. The domain areas of concern are Literacy Comprehension, Reading for Information and Media Literacy.
- CRCT Language Arts data also proves to be an area of strength with gains on both third and fifth grade levels, fourth grade needs to be an area of improvement area.
- CRCT Science data shows great improvement on the fifth grade level but decline on the third and fourth grade levels.
- CRCT Social Studies data showed great improvement on the fifth grade but continues to be a school wide concern.

Continental Colony Elementary has allocated \$48,743.00 to hire an additional teacher on the fourth grade team to teach all core content to improve student achievement.

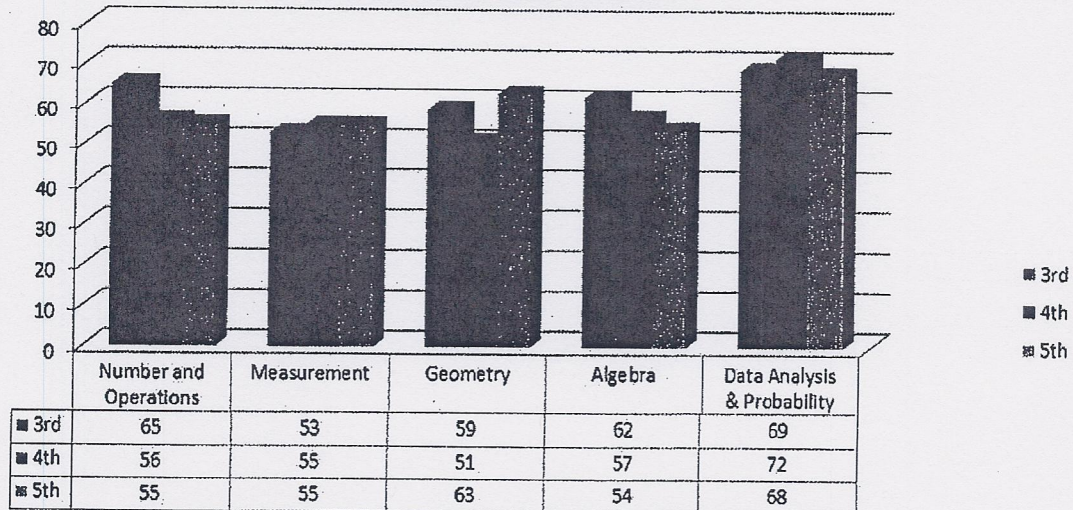
E. We identified the following:



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GACRCT MATHEMATICS 2012
Percent of Correct Items

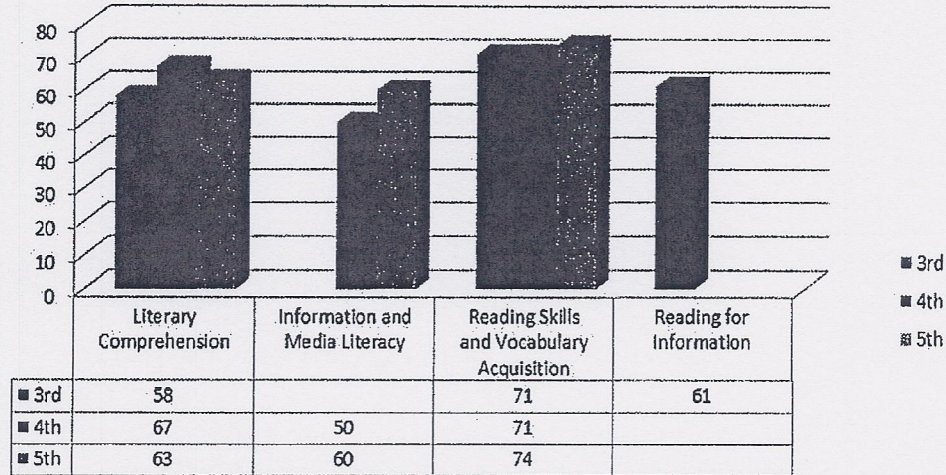




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GACRCT READING 2012
Percent of Correct Items



% OF STUDENTS ABSENT 10 or MORE DAYS
YEARS

SCHOOL	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Continental Colony	23.08	33.84	26.81	23.70	28.97
APS	16.73	19.64	17.87	14.01	15.47



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CRCT Percentage Met or Exceeded												
Three Year Data												
Grade Level	Third Grade				Fourth Grade				Fifth Grade			
Test Year	2010	2011	2012		2010	2011	2012		2010	2011	2012	
Reading	97	80	75	-15	73	76	70	-6	71	68	88	+20
Language Arts	89	75	79	+4	75	81	76	-5	96	89	97	+8
Mathematics	80	67	50	-17	31	68	45	-	65	55	60	+4
								23				
Science	90	79	75	-4	63	71	59	-	76	56	84	+28
								12				
Social Studies	87	76	52	-24	53	90	48	-	37	43	65	+22
								42				

To determine each student's level of proficiency in Reading, various assessments were administered in grades K-5. The assessments revealed that students at Continental Colony Elementary School need targeted support in Reading to decrease the percentage of students in the Intensive area. The STAR Reading assessment was given to students in grades 3-5. The Star Reading assessment provides the teachers, parents, and students with the instructional reading level based on each student's performance on the test. It also provides norm referenced information by grade level and by individual students. Because Common Core standards are national, the STAR Reading assessment gives a more accurate picture of how well Continental Colony's students perform with respect to students on a national scale. The chart below provides the average grade equivalent (GE) and percentile rank for each grade level that completed the Star Reading assessment. It compares a grade level's test performance to that of students nationally. Our 3rd grade students are performing below grade level compared to the students who took the same Star Reading test. This assessment will be given to students in December and May to determine growth in each area of Reading.

	Grade Equivalent	Percentile Rank
Grade 3	2.3	29
Grade 4	3.1	31
Grade 5	3.4	24



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The Star Reading and the Star Early Literacy assessments are prerequisites to using Accelerated Reader, a motivational reading program. Students will receive a ZPD (Zone of Proximal Development) range based on their results from the Star tests to help them choose appropriate independent reading books. The ZPD range allows students to choose books over that are comfortable and more challenging within the assigned grade level. This allows for teachers to encourage students to choose more challenging books to read, given the fact that the Common Core standards' focus is on exposing students to more complex texts. Keeping at the assigned range will strengthen a student's reading skills.

Students in grades 2-5 were also tested on vocabulary acquisition, using the CORE Multiple Measures assessment. This brief assessment revealed that students at Continental Colony need more exposure to Tier 2 vocabulary words, which often appear in texts they read in the classroom and on their own. Exposure to these types of words will aid in the students' ability to comprehend text. Teaching Tier 2 words in context and using research-based strategies will be the focus for all teachers in K-5. Professional Development sessions, ongoing classroom observations, and modeling of effective lessons will be conducted by the Literacy Instructional Coach throughout the school year.

The Dynamic Indicators of Early Literacy Skills assessment was administered to Kindergarten students. These assessments are benchmarks for teachers to determine student "readiness" with literacy. Students were assessed on phonemic awareness and identification of letter names. Based on assessment results, teachers form small groups to focus on deficiencies they possess in literacy. They will administer the DIBELS assessment in December along with additional probes to determine their strengths and weaknesses. From the results from the next benchmark and progress monitoring, teachers will adjust small groups in an effort to meet the needs of the students.

The chart below indicates the number of kindergarten students who fall into the categories of Benchmark (on level), Strategic (likely to need some support), and Intensive (likely to need intensive support) based on the DIBELS assessment.

Number of Students Demonstrating First Sound Fluency	
Benchmark	32
Strategic	3
Intensive	24

- F. We have based our plan on information about all students in the school and identified students and groups of students who are not yet demonstrating mastery with the State Academic content standards [the Common Core Georgia Performance Standards (CCGPS)] and the State student academic achievement standards including Economically disadvantaged students, students from Major racial and ethnic groups



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Students with disabilities and students with limited English proficiency. The following data and summary statements report the findings around those areas.

CONTINENTAL COLONY 2012-2013												
Academic Performance on GCRCT												
	MATHEMATICS						READING					
Student Status	Ethnic			Economically Disadvantaged			Ethnic			Economically Disadvantaged		
	3 rd	4 th	5 ^t	3 rd	4 th	5 th	3 rd	4 th	5 th	3 rd	4 th	5 th
Does Not Meet	33	55	40	TBD			25	30	12	TBD		
Meets	39	36	48				63	51	72			
Exceeds	28	9	12				12	19	16			
Meets & Exceeds	67	45	60				75	70	88			

Strengths and weaknesses of the subgroups are consistent with the overall school identified strengths and weaknesses.

Continental Colony had 166 students in its disadvantaged tested population last year and of this population 73.2 percent achieved proficient in the area of math and 79.4 percent in the area of reading.

% of Special Education Students Meeting & Exceeding the Standard			
Grade 3	2011	2012	Difference
Reading	100	67	-33
ELA	75	67	-8
Math	75	67	-8
Science	63	67	+4
Social Studies	75	33	-42
Grade 4	2011	2012	



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Reading	50	57	+7
ELA	50	57	+7
Math	50	14	-36
Science	50	57	+7
Social Studies	50	43	-7
Grade 5	2011	2012	Difference
Reading	56	100	+44
ELA	56	67	+11
Math	67	67	0
Science	11	33	+22
Social Studies	11	0	-11

Students with disabilities have shown great improvement in Science in grades 3, 4, and 5, but each of those grade levels also noted deficits in Social Studies. At grade 3, improvement was noted only in the area of Science, all other areas indicated deficits. At grade 4, improvement was noted in ELA, Reading, and Science. At grade 5, significant improvement was demonstrated in Reading, in addition to growth in ELA and Science. At grade 5, no improvements or deficits were noted in Math.

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

- The major strengths we found in our program are in the area of language arts where we have continuously made gains over the last 5 years. Research and writing show higher performance school wide. Fifth grade students from 2012 have continuously outperformed past fifth graders and grade levels in all areas. In the area of reading, reading skills and acquisitions proved to be strength across all grade levels. In the area of math we have shown growth in the domain of numbers and operations that in previous years has been our lowest performing area.
- The major needs we discovered were in the areas of math, social studies, and the high number of students reading below grade level.
- The needs we will address are ensuring that students acquire a deep level of basic number and computation skills, are reading on grade level, increase academic vocabularies, and receive meaningful, engaging instruction in the area of social



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studies.

- The specific academic needs of those students that are to be addressed in the schoolwide program plan will be . . .
- The ROOTCAUSE/s that we discovered for each of the needs were as follows: The only year performance was up in social studies was when it was departmentalized. Last year all teachers taught their own students for social studies and scores plummeted. This decline is attributed to the minimal amount of time teachers spent with direct instruction in social studies. In math, over 50% of the fourth grade students did not meet expectations. This phenomenon is attributed to teacher content knowledge and conceptual understanding of students at the third grade level – we have determined that certain areas were not to a depth of knowledge needed to support student overall success with fourth grade concepts. Although some gain has been shown in the area of number of operations, it is evident that our students' conceptual understanding of number sense continues to be a concern.

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

- Increase the number of students meeting and exceeding in the area of Social Studies on the GACRCT by 5%.
- Increase the number of students reading on grade level (at each grade from 1st -5th) by at least 10%.
- 85% of all kindergartens will read on grade level by April 30, 2013 as determined by DIBELS.
- Second through fifth grade level vocabulary scores will increase by 10% as depicted on CORE Vocabulary Screening (Multiple Measures).
- 85% of students in grades 1st -5th will demonstrate mastery of number concepts and their relationships from 0-10 as determined by Assessing Math Concepts.
- 80% of kindergarten students will demonstrate mastery of number concepts and their relationships from 0-5 as determined by Assessing Math Concepts.
- Increase the number of students exceeding on the GACRCT Writing Exam by 2% while decreasing the number of students in the DNM category by 3%.
- 100% of students with disabilities will be served in a general education environment greater than 80% of the school day.
- Decrease the percent of students absent 10 or more days by 3%.
- Increase the number of students meeting and exceeding in the area of Science on the GACRCT by 5%.

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

Response:



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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. *Response:* 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 are . . .

(Strategies to be used.)

Although the diagnostic assessments indicate some gaps in reading achievement, safety nets such as After School Tutorial and Saturday School will be put in place to provide students who are performing below grade level additional time, support and alternative strategies and resources. Students will receive additional targeted support from the classroom teachers, EIP teacher, and the Literacy Instructional Coach.

The Literacy Instructional Coach will continue to provide direct support to all classroom teachers on a daily basis. Because the Common Core standards are being implemented this year, teachers of Continental Colony need guidance from the Literacy Instructional Coach to effectively address and deliver the state adopted Common Core standards.

Informal observations will be conducted to determine each teacher's needs and strengths. Feedback is given to the classroom teacher regularly. As needed, the Instructional Coach will model effective literacy lessons for the classroom teacher in an effort to improve the delivery of Common Core lessons. The Instructional Coach contributes to each grade level's collaborative planning time. Attending these planning times allows the instructional coach to contribute to the teachers' discussion with respect to upcoming unit plans, projects, and lessons. Teachers also receive professional development from the Literacy Instructional Coach regularly throughout the year. This year's primary focus for the professional development sessions are directly related to assisting teachers with Common Core standards. Specifically, teachers will receive professional development on Text Dependent Questioning, Vocabulary, and Text Complexity.

In addition to the classroom teacher and EIP teacher, the Literacy Instructional Coach will deliver targeted lessons to students who continue to exhibit deficiencies in literacy. Intervention materials such as McGraw-Hill's Triumph Series, Treasures Series, and other research-based materials will be used during the reading block and during weekly tutorial sessions after school. Fluency checks and running records will be performed in grades 3-5 on a weekly basis for students who continue to perform below grade level. Students who perform at benchmark will be progress monitored on a bi-weekly to monthly basis. Teachers in grades K-2 will administer other forms of progress monitoring probes. These progress monitoring probes will be administered on a regular basis. Students who perform below grade level will be monitored weekly.

Student progress will be measured and compared by benchmark testing taken in the fall, winter, and spring.

The system's adopted reading series, Treasures, provides teachers with resources for students



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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.

who are Approaching (below grade level), On (on grade level), and Beyond (above grade level). Each grade level is equipped with Leveled Readers and additional support materials to address standards. The series requires teachers to teach in small groups daily (guided reading). Students receive specific instruction based on children's needs during small group time with the teacher. While the teacher is providing direct instruction to his/her small group, the remainder of the class is engaged in other literacy activities (independently or collaboratively). Balanced literacy approach...

Students who perform below grade level will receive reading instruction from the Triumphs Intervention Series and the Approaching Leveled Readers from Treasures, as well as with the use of Balanced instructional strategies as found within the CORE Teaching Reading Sourcebook and Four Blocks by Fountas and Pinnell.

In the area of mathematics, students who not demonstrate mastery of standards, as determined by assessment data, will be recognized as either Tier 2 or Tier 3. Response to Intervention (RTI) strategies will be determined and continuous progress monitoring will be implemented. If applicable, students will be referred for SST.

Tier 2 students will engage in meaningful tasks and activities from Assessing Math Concepts (AMC). This program allows students to improve their number fluency and increase their understanding of the relationships between numbers. Tier 3 students will engage in learning activities from America's Choice Mathematics Navigator. This program encourages conceptual understanding of math concepts, active engagement with vocabulary, and consistent use of multiple representations. The mathematics instructional coach will collaborate with teachers during collaborative planning to discuss lesson plans, examine student work samples, analyze assessment data from teacher generated assessments, benchmarks, AMC, and quick checks, and develop individual student action plans. With the help of the instructional coach, teachers will conduct an item analysis of unit assessments in order to identify student misconceptions and develop an action plan to address those student needs. All students will be expected to set smart goals, self-assess, and document progress on a standards-based instrument provided by the mathematics instructional coach.

Mathematics instructional coach will ensure the fidelity of the math program through the use of specific focus walks, needs based professional development, and monitoring the consistent implementation of the math frameworks of the CCGPS. Math Expressions and Georgia Math will be used as resources to support learning and provide opportunities for practice. Along with AMC and Mathematics Navigator, the coach will assist teachers with the use of SRA Real Math for tiers 2 and 3. The coach will conduct at least 4 classroom observations weekly and document visits using a Flip Video Camera. The video's use is for the sole purpose of collecting qualitative data and debriefing with the teacher. During conferences, teachers receive timely feedback and next steps that ensure professional growth are identified. The coach also assists the teachers with developing formative assessments.



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

B. *Response:* Following (or in our appendices) are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies.

There is a direct correlation between vocabulary knowledge and reading comprehension. Students who possess limited vocabulary knowledge will have significant difficulty understanding complex texts. Isabel Beck and Margaret McKeown, authors of *Bringing Words to Life* (2002), assert that “a large vocabulary repertoire facilitates becoming an educated person to the extent that vocabulary knowledge is strongly related to reading proficiency in particular and school achievement in general”. The authors share research based strategies, in which words students are exposed to are categorized by three tiers. Much of teaching vocabulary in the classroom would be Tier 2 words, words needed for an individual to understand the text.

Wide reading, reading a variety of texts, will allow students the opportunity to encounter words they would not necessarily encounter in their everyday lives. According to Isabel Beck and Margaret McKeown (2002), students become exposed to nonfiction texts as well as other works of literature through wide reading, thereby giving them the opportunity to be exposed to more vocabulary.

“As part of developmental process of building decoding skills, fluency can form a bridge to reading comprehension.” The increase in reading speed, intonation, and prosody can be achieved through exercising various strategies on a regular basis, as defined by Timothy Rasinski, author of *The Fluent Reader* (2003). The teacher will incorporate choral reading, paired reading, read alouds, and echo reading into their daily reading blocks to increase fluency. Weekly fluency checks and periodic Oral Reading Fluency assessments will be given to students to all students in Grades 2-5.

Teachers will begin to implement a balanced literacy approach to their reading instruction. Direct instruction and numerous opportunities for students to participate in authentic reading and writing activities are essential to a balanced literacy approach, according to Gail Tompkins, author of *Literacy for the 21st Century* (2003). During a balanced literacy block, guided reading will be facilitated by the classroom teachers. Students will achieve the ultimate goal of guided reading, which is independent silent reading. According to Irene Fountas and Gay Su Pinnell, authors of *Guided Reading, Good First Teaching for All Children* (1996), through guided practice of effective reading strategies supported by the teachers, using effective reading strategies, running records, and student reading observations is the process of evaluating and ensuring successful guided reading instruction.

Teachers will implement differentiated instruction during their guided reading. Drs. Michael McKenna and Sharon Walpole authors of *Differentiated Reading Instruction* (2007) purport that differentiated instruction, while implemented successfully, “involves targeting a particular group of children’s needs directly” and applying “a developmental model” to achieve reading success.

The use of graphic organizers are “the most common way to help students generate



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nonlinguistic representations” according to Robert Marzano, author of Classroom Instruction That Works (2001). Graphic organizers will be regularly used during guided differentiated instruction.

Facilitated by the Literacy Instructional Coach, the professional development focus will be providing and modeling effective methods of teaching vocabulary in context. Support will be given to teachers in their development of vocabulary instruction that is robust and targeted to increase the vocabulary repertoire in students who present deficiencies in Reading and Vocabulary.

Research indicates that Number Sense can be described as making sense of the mathematics we learn by building an intuitive understanding of number concepts and operations. Number Sense is being able to recognize when an answer is appropriate, knowing intuitively that a number is correct (Elliott 1996). Researchers have linked good number sense with skills observed in students proficient in the following mathematical activities: mental calculation (Hope & Sherrill, 1987; Trafton, 1992), computational estimation (for example; Bobis, 1991; Case & Sowder, 1990), judging the relative magnitude of numbers (Sowder, 1988), recognizing part-whole relationships and place value concepts (Fischer, 1990; Ross, 1989) and, problem solving (Cobb et.al., 1991).

Instructional Coaches are individuals who are full-time professional developers, on-site in schools. Instructional coaches enrolls the teacher by conducting a one-to-one interview with each teacher prior to his or her experience of professional learning, engages in collaborative planning with the teacher, model lessons for teachers, teacher-directed post conferencing about lesson, observes the lesson being taught by the teacher, collaboratively explore the data with teacher, and provides continued support while the teacher implements (Knight, 2007). High-quality Professional Learning improves teaching practices while increasing student achievement. Major reports suggest that there is a clear link between teacher quality and student achievement (Wenglinsky’s 2000) analysis of National Assessment of Educational Progress (NAEP) data, summarized in his report, *How Teaching Matters: Bringing the Classroom Back Into Discussions of Teacher Quality*, provides evidence of the importance of professional development for teachers. Studies uncovered that professional development is an important factor in predicting higher student achievement. Research found that when teachers were given only a description of new instructional skills, only 10% used the skill in the classroom. When each of the next three components of Peer Coaching—modeling, practice, and feedback—were added to the training, teachers’ implementation of the teaching skill increased by 2% to 3% each time a new component was added to the training process. Description, modeling, practice, and feedback resulted in a 16% to 19% transfer of skill to classroom use. However, when coaching was added to the staff development, approximately 95% of the teachers implemented the new skills in their classrooms (Wenglinsky 2000).

Mathematics Navigator is a highly flexible intervention program that repairs misconceptions and fills critical gaps in students’ understanding it builds conceptual



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understanding, problem solving, and skills. Math Navigator supports English learners and students with special needs, and it provides effective instruction as a supplemental Tier 2 intervention or Tier 1 solution to be used during school or in after-school or summer programs.

Students with conceptual understanding know more than isolated facts and methods. These students understand why a mathematical idea is important and the kinds of contexts in which it is useful. Multiple representation help students organize their knowledge into a coherent whole, which enables them to learn new ideas by connecting those ideas to what they already know (NAP, 2001). "...any intensive use of only one particular mode of representation does not improve students' conceptual understanding and representational thinking" (Pape & Tchoshanov, 2001). Continental Colony Elementary school has allocated \$147,485.00 of Title I funding for two Instructional Coaches, one will focus on Literacy and the other Mathematics. Also CCES has allocated \$17,640.00 of Title I funding for tutors that will provide additional instructional support to students. A total of 6 certified teacher tutors working 2 hours a week on Mondays for 23 weeks. These tutors will provide additional small group instruction in Mathematics and Reading to students in grades 3 – 5. These tutors will instruct students in areas of deficiency and keep accurate data on their progress.

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

C. *Response:* We will increase the amount and quality of learning time by providing additional instructional support beyond the regular classroom environment. Title I Funds have been allocated (\$147,485.00) to maintain 2 instructional coaches who will continue to provide support for teachers by making instructional observations and providing feedback, modeling lessons, providing resources and facilitating professional development opportunities. Based on diagnostic assessments and prior GACRCT data, students will be identified as needing early intervention services and enrolled in reduced class or self-contained models for Kindergarten – fifth grade. Students will receive instruction through small groups and pull-out classes. Students will be offered additional time for standards based instruction during a 30-minute block before school, after school tutorial, one-on-one conferences with the teacher, and small group interaction with peers, and Saturday Academy. Given the need for transportation to help transport students that need more support and tutorial than are available during the school day, CCES has allocated \$8,000.00 to provide transportation on Monday at \$80 per week for 23 weeks to students participating in the school's Monday After School Tutorial Program. This program will target "level one" students 3 -5. Also this allocation will help transport students participating in the school's Wednesday After School Tutorial Program for 23 weeks to students in grades K – 5 struggling in Reading and Mathematics. Students who do not need additional support with meeting expectations of the standards will receive



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

enrichment activities.

Title I funds were allocated (\$10,000.00) for materials, supplies and books (\$ 3,000.00) so teachers are equipped with the necessary tools to engage students in the most effective an innovative strategies to improve instruction and performance. Materials and supplies will be purchased to support instruction in all content areas; student literacy center materials, sentence strips, ink cartridges, writing journals, pencils, writing paper, flash drives, crayons, grade level trade books and text sets to support nonfiction and content reading. Math manipulatives will be purchased to create hands on mathematical experiences and address various learning styles.

In addition, Title I funds were allocated (\$1, 700.00) for repair of Technology equipment (Promethean Board Repairs), \$12,669.00 for Promethean Bulbs, and \$1,590.00 for the purchase of 3 Promethean Activot Hubs and 10 Promethean Pens. Research studies (Lemon Grove School District) from various school districts have stated that the use of Promethean Boards has increased student achievement tremendously. Teachers can use the boards to explain mathematical concepts, show animated stories or videos, or have students take paperless tests using hand-held devices.

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).

Response: The targeted populations are students in the Does Not Meet category that we are striving to move to the Meets level of the GACRCT and the students in the Meets category that we are trying to move to the Exceeds category in all core subject areas. In support of the goals, students are identified and their progress assessed through varied assessments. Daily/weekly formative assessments and evaluation of student independent work are then closely monitored to note progress and target weaknesses in reading performance. Those students in Tier 3 are involved in more frequent progress monitoring, which include regular fluency and comprehension checks every three to four lessons. Reevaluations are done as soon as growth is noted and if necessary, students are moved to alternative groups based on those assessments. The EIP models of reduced classroom and pull out allow for all students needing extra attention to receive more individual time with a teacher. The special education teacher works with students in an inclusion model for Direct Instruction. All of the above programs or models ensure that the weaknesses shown in the needs assessment are addressed and student progress is monitored. Each classroom teacher uses end of unit assessments, diagnostic assessments, and daily tasks to assess student progress and to identify students who are learning with the basic standards based strategies and those who need additional strategies or scaffolding of instruction to meet standards. Quick checks are used to identify student misconceptions in math. AMC is used to improve number sense. Mathematics navigator is used to develop conceptual understanding of basic math concepts. All of the above mentioned assessments are used to collect data on students who are not able to achieve in Tier 1 or 2 on the Pyramid of Intervention



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and who need Student Support Team services. Each teacher is required to maintain a fluid Pyramid of Intervention in which students are moved according to assessment results. The Pyramids of Intervention are turned into the principal throughout the year as changes are made.

Students with chronic attendance issues are also a targeted population. The following is an outline of how this population will be addressed:

- School Attendance Committee
- School Attendance Plan which details parent responsibilities, teacher responsibilities, and Social Worker responsibilities
- Attendance Incentive Programs which include perfect attendance certificates, homeroom competitions, and attendance luncheons
- After 2-3 absences parents will receive notification of the possible consequences of continued absences. Continued absences will result in notification of legal actions.

2(e). Must include documentation to support that any educational field trip used as an instructional strategy is aligned to the comprehensive needs assessment found in the schoolwide plan and must be connected to the support of assisting students to achieve proficiency or advanced status in relation to the State Academic content standards. Documentation must be provided during the budget approval process. Required based on FY12 US ED monitoring.

Response: Title I instructional field trips will not be included in this year's budget.

*3. Instruction by highly qualified professional staff.

Response: The No Child Left Behind Act requires that each school maintain a highly qualified staff. This requirement is directly linked to research that identifies teacher quality as one of the most critical components of how well students achieve. As a result, it is the goal of this school to obtain and maintain only highly qualified teachers, who demonstrate high levels of self-efficacy and strive to constantly hone their instructional skills. Currently 100% of the staff members at Continental Colony are highly qualified.

Continental Colony has twenty-eight teachers. Twenty-one are regular classroom teachers, one special education teacher, one challenge teacher, and five are enrichment teachers. One hundred percent of the teachers have Bachelor degrees or higher, and seventeen of the teachers possess Master's degrees or higher. One teacher is Teach for America certified and the school serves as an institution for pre-service teacher training. Additionally, all of our teachers participate in continuous staff development (both on and off site).

The school has set goals for teachers to show growth on the APS Two-Step Process for Assuring Effective Teaching and Teacher Keys Effectiveness System with specific targets associated with items covering differentiation, text dependent questioning, reading of complex text, and technology. Professional development will provide support in these identified areas.



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

A. *Response:* We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. The positive aspects that attract teachers to this school are:

- AYP for past 9 years
- Effective Design Team
- Increased use of technology
- Expectations of high performance
- High levels of teacher support
- Focus on leadership development

Continental Colony will actively recruit "highly qualified" teachers. This effort will be through the active participation in the recruitment efforts of the Atlanta Public Schools. This will include participation in all local job fairs for the selection of such teachers. Emphasis will be placed on the academic preparation, certification and experience of qualified applicants.

Continental Colony will also put forth effort to retain "highly qualified" staff members. A mentoring program will be put into action that supports new staff members to develop instructional and managerial skills to support the school's instructional delivery and student needs. This mentoring program will be school based with qualified experienced teachers paired with the newly hired teachers as well as the mentoring program to assist teachers who need support instructionally, regardless of tenure. There will be monthly meetings held with these new teachers in order to offer support and guidance. In addition, teachers assigned to the school through outside programs such as Teach for America will be assigned a mentor.

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

Response:

A. We have included teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs. The year-long professional development focus for all (parents, teachers, and other staff members) is on professional learning-communities, math instruction and writing.

The chart below includes specific in house professional development for staff in the subject areas in need of improvement, based on current AYP results. We will not participate in any professional development off campus. All staff will be involved in a book study using the book "*How Children Learn Number Concepts*" by Kathy Richardson.



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

MONTH	Area of Improvement	TITLE OF PROFESSIONAL DEVELOPMENTS
August	Reading	Reading and Writing Across the Curriculum with CCGPS
August	All Subject Areas	Instruction and Framework Alignment
August	Reading	Text Dependent Questioning
August	Mathematics	Numeracy Fluency (AMC)
September – May	All Subject Areas	Interpreting Data
September – May	All Subject Areas	Identification and Use of Online Instructional Tools
September – May	Reading and Social Studies	Implementation of Accelerated Reader Across Disciplines
September – May	All Subject Areas	Balanced Literacy
September – May	Social Studies	Making the Connections: Literacy + SS
September – May	All Subject Areas	Developing and Implementing Action Plans Based on Data Analysis
September – May	Mathematics	Number Relationships (AMC)
September – May	Math	Math Misconceptions and Use of Manipulatives
October	Reading and Math	Vocabulary Development
October	Science	Best Practices and Inquiring through Science
November	All Subject Areas	ESOL
November – May	All Subject Areas	Differentiation / Varied Assessments
January	Reading	Reading Comprehension Strategies
January	Writing	6+ 1 Writing
May	Math	Math

B. We have aligned professional development with the State's academic content and student academic achievement standards by scheduling in-services. The need for these trainings was based on student data/observations, teacher performance, and teacher identified need as determined in their Self-Assessment (TKES). All staff including para-professionals, enrichment teachers and administrators takes part in training. A pre-established plan addresses those needs identified in the early part of the year, but differentiated trainings



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

are added or altered as individual and small group needs are noted. Training is available every Thursday related to reading and math instruction. This training is offered in small groups and/or whole group as determined based on data results and observations for the week.

- C. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. For example, we have hired two instructional coaches (Literacy and Mathematics) to support teachers by delivering professional development based on current research. The research states that effective coaching results are increased in teacher efficacy, higher student achievement, professional climate with teacher collaboration, and an increase in teacher career satisfaction.
- 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. Varied teachers have been identified to utilize the train-the-trainer model (based on their demonstration as an exemplary teacher) in the re-delivery of CCGPS training, system-wide math/science training/ aspects of differentiation, and other teacher identified areas of need. Collaborative planning agendas indicate ongoing instructional dialogue centered around, domain skills, effective delivery of content, strategies for leveled student groups, and results from assessments.

*5. Strategies to increase parental involvement.

Response:

- A. We have involved parents in the planning, review, and improvement of the comprehensive schoolwide program plan by publicly notifying parents of the development of the plan, soliciting input via surveys, conversations, and feedback forms located on the counter in the main office. Representatives of the parent body sat on the Title I planning meeting to share thoughts on the strengths of the school and changes that could be made to improve overall student achievement.
- B. Continental Colony realizes the value of parental involvement in the academic success of every child. Every effort will be extended to involve parents of every race, socioeconomic status, and cultural background. Continental Colony, along with parent input, has developed a parent involvement policy that addresses our parents' needs and satisfies the requirements of the NCLB Act of 2001. This plan is available for parents, the school staff and the general public. Copies of the plan have been placed in the school office as well as the Parent Center. The plan is part of the registration package and is sent home to parents (as needed) and provided at PTA meetings. In order to build capacity Continental Colony will sponsor ongoing workshops and informational sessions to assist parents in better understanding their child's academic performance as well as to learn multiple ways in which they can assist their child in improving their academic success. These workshops are offered within the school day, in



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the evening in conjunction with PTA and on Saturdays. All related materials are also offered in Spanish and when needed a translator is obtained to address the needs of our Hispanic population. Parents are encouraged to visit the school and take part in all aspects of their child's educational program.

CCES has allocated \$15,225.00 of Title I funds to hire a part-time Parent Liaison for 35 weeks, 29 hrs a week at \$15.00 per hour to focus on increasing parent involvement throughout the school year.

Continental Colony will involve the Parent Liaison, the APS Parent Center's staff, and appropriate community agencies in the planning and delivery of designated parental workshops and informational sessions. These workshops and informational sessions will address the parental needs of all of our populations with additional information pertaining to our PEC, Challenge/Gifted, and "at-risk" populations. The parent center is located on Hall 1, Rm#. Two thousand dollars of Title I funds has been allocated for the parent liaison to purchase materials and supplies to effectively operate a functioning Parent Center for visiting parents. The center provides resources for parents on GED, housing, assistance with job searches, parenting skills and direct link to other social services. In order to effectively communicate with all parents CCES has allocated \$150.00 to purchase postage for mailing parent correspondences.

The monthly workshops and informational sessions will address but not be limited to the following:

- Third grade and fifth grade student progression policy
- Identification of challenge/gifted students
- Homework assistance/enrichment
- Volunteering
- Involvement in APS sponsored parent workshops
- Active involvement in IEP planning and implementation
- Involvement in school sponsored academic projects/fairs and activities
- Discipline-Teaching Your Child Self Control
- Grandparents Raising Grandchildren
- Your Child's Self Esteem
- PTA Programs include:
 - Reading Night
 - Science Night
 - Math Night
- Parent-Teacher conferences will be encouraged in order to keep parents abreast of their child's academic progress and/or school behavior. Teachers are also required to keep a parent contact log that documents calls to parents to invite them to PTA meetings and grade level activities.