**SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE**

<table>
<thead>
<tr>
<th>School Name: M. Agnes Jones</th>
<th>District Name: Atlanta Public Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Name: Margul Retha Woolfolk</td>
<td>School Year: 2014-2015</td>
</tr>
<tr>
<td>School Mailing Address: 1040 Fair St. Atlanta, GA 30314</td>
<td></td>
</tr>
<tr>
<td>Telephone: 404-802-3900</td>
<td></td>
</tr>
<tr>
<td>District Title One Director/Coordinator Name: Andrea Fairries-Moore</td>
<td></td>
</tr>
<tr>
<td>District Title One Director/Coordinator Mailing Address: 130 Trinity Avenue Atlanta, Georgia 30303</td>
<td></td>
</tr>
<tr>
<td>Email Address: <a href="mailto:AFairries-Moore@atlanta.k12.ga.us">AFairries-Moore@atlanta.k12.ga.us</a></td>
<td></td>
</tr>
<tr>
<td>Telephone: 404-802-2727</td>
<td></td>
</tr>
</tbody>
</table>

**ESEA WAIVER ACCOUNTABILITY STATUS**

(Check all boxes that apply and provide additional information if requested.)

- Priority School [ ]
- Focus School [ ]
- Title I Alert School [ ]
  - Subject Alert [ ] List Subject(s) [ ]
  - Graduation Alert [ ] List Subgroup(s) [ ]

<table>
<thead>
<tr>
<th>Principal’s Signature:</th>
<th>Date: 8/15/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Director’s Signature:</td>
<td>Date:</td>
</tr>
<tr>
<td>Superintendent’s Signature:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

Revision Date: August 14, 2014 | Revision Date: | Revision Date:
Schoolwide/School Improvement Plan (SWP/SIP) Template Instructions

Notes:

- Elementary and Secondary Education Act of 1965 (ESEA) Section 1114 (b) (1) requires a Title I schoolwide program plan to contain the ten components listed on this template as well as related measurable goals and strategies for implementation. The asterisk (*) denotes required components as set forth in section 1114 of ESEA.

- While there are eighteen components, all ten required components of a Title I Schoolwide Program Plan (marked in this template with an asterisk) must be addressed. Response starters are provided in this template to guide the planning team/committee in the process of completing the schoolwide section of the plan.

- Complete the schoolwide plan (SWP) and school improvement plan (SIP) checklists. All components/elements marked as not met need additional development.

- 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.). Note: The planning team must involve parents in the planning process. See section 1114 (b)(2)(B)(ii) Plan Development which 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.

- Attach the SIP as an addendum to the template. See the Georgia Department of Education School Improvement Fieldbook for guidance and instructions on completing a school improvement plan http://www.doe.k12.ga.us/School-Improvement/School-Improvement-Services/Documents/School%20Improvement%20Fieldbook%202012-2013.pdf.
M. Agnes Jones Title I Schoolwide/School Improvement Plan (2014-2015)

Planning Committee Members:

<table>
<thead>
<tr>
<th>NAME</th>
<th>MEMBER’S SIGNATURE</th>
<th>POSITION/ROLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Margul Retha Woolfolk</td>
<td>*Please see scanned document at the end of the plan for signatures)</td>
<td>Principal</td>
</tr>
<tr>
<td>Melanie Johnson</td>
<td></td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Darlene Natson</td>
<td></td>
<td>Reading and Social Studies Coach</td>
</tr>
<tr>
<td>Christopher Gomillion</td>
<td></td>
<td>Math and Science Coach</td>
</tr>
<tr>
<td>Petrina Howard</td>
<td></td>
<td>Counselor</td>
</tr>
<tr>
<td>Charlotte Sanford</td>
<td></td>
<td>Lead Special Education Teacher</td>
</tr>
<tr>
<td>Alicia Walton</td>
<td></td>
<td>Teacher (Kindergarten)</td>
</tr>
<tr>
<td>Doris Freeland</td>
<td></td>
<td>Teacher (1&lt;sup&gt;st&lt;/sup&gt;)</td>
</tr>
<tr>
<td>Lindsey Rutledge</td>
<td></td>
<td>Teacher (2&lt;sup&gt;nd&lt;/sup&gt;)</td>
</tr>
<tr>
<td>Chelsea Vines</td>
<td></td>
<td>Teacher (3&lt;sup&gt;rd&lt;/sup&gt;)</td>
</tr>
<tr>
<td>Ann Hill</td>
<td></td>
<td>Teacher (4&lt;sup&gt;th&lt;/sup&gt;)</td>
</tr>
<tr>
<td>Pamela Kirkland-Pearson</td>
<td></td>
<td>Teacher (5&lt;sup&gt;th&lt;/sup&gt;)</td>
</tr>
<tr>
<td>Iris Quinones</td>
<td></td>
<td>Spanish Teacher</td>
</tr>
<tr>
<td>Michael McMillian</td>
<td></td>
<td>Georgia Pacific School-based Technology Specialist</td>
</tr>
<tr>
<td>Chris Joiner</td>
<td></td>
<td>Parent (PTA President)</td>
</tr>
<tr>
<td>Davida Reed</td>
<td></td>
<td>Parent (PTA Secretary)</td>
</tr>
<tr>
<td>Telleha Howard</td>
<td></td>
<td>Georgia Pacific</td>
</tr>
<tr>
<td>Ms. Dixon</td>
<td></td>
<td>Friendship Baptist Church</td>
</tr>
<tr>
<td>Patrick Cameron</td>
<td></td>
<td>Home School Liaison</td>
</tr>
<tr>
<td>Shameika Corbin</td>
<td></td>
<td>SST/RTI Coordinator/PBIS Coach</td>
</tr>
</tbody>
</table>
SWP Components

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

Response:
Imagine that you are a child and all you see around you are boarded-up homes, violence, drugs and financial lack. For the boys and girls of our school, this is a reality. However, through our phenomenal students, effective teachers, focused administration, cooperative parents, participating partners and community, and Title I financial support, the students are able to literally step into a new world full of exciting learning opportunities every day when they come to school. Title I is vital to our children and makes a tremendous difference in their lives. Ultimately, M. Agnes Jones Elementary School’s mission is to provide students with academic and social opportunities, encouragement, and support to attain higher levels of achievement in order to be successful in college and career endeavors. Our mission is for students to reach their maximum potential to become globally competitive and productive citizens of the 21st century.

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. Those persons involved were Margul Woolfolk (Principal), Melanie Johnson (Assistant principal), Darlene Natson (Reading/Social Studies Coach), Christopher Gomillion (Math/Science Coach), Petrina Howard (Counselor), Patrick Cameron (Home liaison), Alicia Walton (K-Teacher), Doris Freeland (1st-Teacher), Lindsey Rutledge (2nd-Teacher), Chelsea Vines (3rd-Teacher), Ann Hill (4th-Teacher), Pamela Kirkland Pearson (5th-Teacher), Charlotte Sanford (Special Education Lead Teacher), Iris Quinones (Spanish Teacher), Chris Joiner (Parent), Davida Reed (parent), Telleha Howard (Community Partner- Georgia Pacific), Ms. Dixon (Community Partner-Friendship Baptist Church), Shameika Corbin (SST/RTI Coordinator/PBIS Coach). The aforementioned stakeholders were involved by analyzing school-wide academic data, collecting and analyzing parent surveys, helping the school to make decisions based on its strengths and weaknesses and helping to establish goals to improve student achievement and parental involvement. Additionally, the named stakeholders will provide support in helping the school continue to increase writing achievement, improve early literacy and phonics instruction (K-2), prepare students for the new Georgia Milestones Assessment System, focusing efforts in the areas of Science, Technology, Engineering and Mathematics (STEM) and increasing parental involvement.

B. We have used the following instruments, procedures, or processes to obtain this information. We used the (2013-2014) Georgia Criterion Referenced Competency Test (GCRCT) content and domain specific data, GCRCT Readiness instrument as well as the GCRCT three-year trend data. Additionally, we used the 2013 College and Career Ready Performance Index (CCRPI) data. Quarterly grade level common assessments in reading, math, science and social studies, teacher made assessments, Computer Adaptive Assessment System (K-5) will be used to monitor progress towards meeting our goals.

* Required component of SWP as set forth in section 1114 of ESEA
*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

The Computer Adaptive Assessment System (CAAS), Student Learning Objectives (SLOs), Georgia Kindergarten Inventory of Developing Skills (GKIDS), and Georgia Milestones Assessment System (GMAS) will be the instruments of measure to indicate whether we have met our overall goals. Furthermore, we used the school’s attendance and discipline data as well as the School Improvement Plan (SIP).

C. We have taken into account the needs of Migrant Children who enroll in the Atlanta Public District. Currently, Atlanta Public Schools does not have or expect a large population of migrant students. However, the district has implemented a Migrant Education Program Student Verification Process/Procedure for school use to identify potential migrant students. School staff will review responses to the migrant information section of APS Student Enrollment forms for all new students to the Atlanta Public Schools District. Copies of the enrollment forms with yes responses to this migrant information section will be entered into Infinite Campus and forwarded by a designated school staff member to the Family Engagement Manager in the Office of Federal Grants and Program Compliance. The Family Engagement Manager will then forward the information to Region 3 Consortium Administrators for confirmation and return notification of the student status. The school/district will work with the consortium to provide required services for students identified as migrant.

D. We have reflected on current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. For example, according to the 2013 CCRPI eighty-nine percent of Jones’ students met or exceeded in English Language Arts (ELA), ninety-six percent met or exceeded in reading, seventy-five percent met or exceeded in mathematics, sixty-nine percent met or exceeded in science and seventy-three percent met or exceeded in social studies. Only forty-eight percent of the 5th graders passed the 2013 5th Grade Writing Assessment. Forty-nine percent of the 3rd grade students achieved a Lexile measure equal to or greater than 650, while forty-six percent of the 5th graders achieved a Lexile measure equal to or greater than 850. Furthermore, sixty-six percent of third through fifth grade students scored at the Exceeds level.

The chart below provides overall and categorical CCRPI data for 2013-2014 school year:

<table>
<thead>
<tr>
<th>2013 CCRPI Score</th>
<th>Sum of Achievement, Progress, Achievement Gap, and Challenge Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>72.8</strong></td>
</tr>
<tr>
<td>Achievement Pts.</td>
<td><strong>39.6</strong></td>
</tr>
<tr>
<td>Progress Pts.</td>
<td><strong>15.2</strong></td>
</tr>
<tr>
<td>Achievement Gap Pts.</td>
<td><strong>12</strong></td>
</tr>
<tr>
<td>ED/EL/SWD Performance Pts.</td>
<td><strong>5</strong></td>
</tr>
<tr>
<td>Exceeding the Bar Pts.</td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

Eighty-four percent of Students With Disabilities (SWD) scored in the Meets category in

* Required component of SWP as set forth in section 1114 of ESEA

Dr. John D. Barge, State School Superintendent
May 2013 • Page 5 of 50
*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

Reading, seventy-four percent in ELA, sixty-three percent in mathematics, thirty-two percent in science and thirty-seven percent in social studies based on the CRCT/CRCT-M data.

The chart below provides a grade level and school-wide snapshot of the 2013-2014 CRCT data by content and performance level.
*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

The charts below provides K-2 average student percentiles on the 2013-2014 Computer Adaptive Test data in Reading and Math.
1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

The charts below provide a K-2 snapshot of the 2013-2014 Computer Adaptive Test data by domain for Reading and Math.

* Required component of SWP as set forth in section 1114 of ESEA
*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

E. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the state academic content standards and the state student academic achievement standard including:
   ➢ We are serving approximately 520 students.
   ➢ We have approximately 12 Gifted students.
   ➢ Ninety-nine percent of Jones’ students are Black.
   ➢ One hundred percent of our students receive free lunch.
   ➢ Less than one percent of the student population is identified as limited English proficiency.

F. The data has helped us reach conclusions regarding achievement or other related data. **The major strengths we found in our program are:**
   ➢ implementation of a reading program that focuses on the common core shifts where
*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

- students engage in phonemic awareness, phonics, fluency, vocabulary building, comprehension and a 50/50 balance of fiction and non-fiction.
- implementation of a balanced mathematics program that engages students in the Standards of Mathematical Practices.
- adherence to Georgia Common Core Performance Standards (CCGPS) and monitoring for quality implementation.
- dedicated teachers who offer more than one day of tutoring to struggling students.
- constant communication with parents.
- coaches who are supportive and consistently modeling best practices for teachers.
- supportive administration.
- resources, aligned to the SIP, provided to teachers where needed.

**The major needs we discovered were . . .**

- implementation of the math curriculum, focusing on problem solving, attending to precision and fluency with math facts.
- consistently implementing phonics instruction in kindergarten through second grade.
- effectively implementing a balanced literary structure using guided reading as a foundation.
- implementing explicit writing instruction
- professional development for teachers and administrative staff on explicit writing instruction.
- professional development on content integrated units with reading, math, science and social studies.
- professional development on early literacy and phonics instruction
- writing in various genres, i.e. persuasive, opinion, informational.
- writing across the curriculum.
- implementing science essential labs.
- using technology to create STEM projects.
- implementing STEM focused lessons and extended activities.
- consistent social studies instruction.
- increasing the number of students scoring in the Commendable (Exceeds) level.
- providing deliberate professional development on reading and mathematics foundational best practices for new teachers and those requiring additional support.
- engaging in high quality professional development provided by RESA.
- increasing parental involvement through training and academic support.

- **All needs stated above will be addressed.**

- The **specific academic needs** of those students that are to be addressed in the school-wide program plan will be met through the Early Intervention Program (EIP) and Response to Intervention (RTI) method and regular classroom instruction. Two Title I
1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

Funded academic coaches will provide support to teachers in reading, social studies, math and science by demonstrating best practices, modeling and providing meaningful feedback. Moreover, one Title I funded teacher will teach students in the core content areas (44, 312.00 allocated). Academic needs will be met through tiered tutoring for struggling students and those who can be moved to the Commendable (Exceeds) level. Two, Title I, certified, retired, teacher tutors will be used to support struggling students in reading, writing and mathematics (1 for first and second grade and one for third-fifth grades). A Title I funded paraprofessional ($28, 920.00 allocated) will be used to work with first grade students in reading, writing and mathematics. A Parent liaison ($27, 810.00 allocated) will be used to support parents in supporting their children in core content areas. The Parent Liaison will:

- ensure student achievement and success by increasing active participation on primary grades through providing 2-way communication related to early grades, i.e. literacy strategies such as print concepts will be highlighted in a home communication piece, collaborating between parents, school and the community and providing parents and family resources for early grades.
- ensure student achievement and success by increasing active participation on upper grades through providing 2-way communication related to upper grades, i.e. Questioning the Author reading strategies and teaching parents how they can support students at home. Collaboration between parents, school and the community along with resources tailored to upper grades will be provided.
- work with parents continuing to bridge the gap between the school, parents and the community. The parent liaison will work to provide all Title I program compliance and training for both early and upper grades for parents.

The students will be engaged in Science, Technology, Engineering and Mathematics (STEM) related activities, i.e. STEM Engagement and Educational Development (SEED) Academy, STEM Night, Math Fest, and Minute Math, in order to expose and engage students in STEM topics.

Students will be immersed in reading novels/books, and leveled readers, (fiction and non-fiction books). Classroom expository book sets and periodicals will help students in reading to learn. Classroom scholastic kits will provide students with leveled, independent reading materials focused on science and social studies content.

Students will use resources and materials to create products and share their understanding of the standards. Five-hundred and fifty students will use paper, ink cartridges, pens, markers, flash drives, magnetic letters, project boards, journals, flashcards, chart tablets, and learning aides for reading, math, science and social studies. Instructional resources will align to the standards for reading, math, science and social students.
A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

| Academic needs will be met by training the administration, coaches and teachers on writing best practices through professional development in writing provided by Georgia State University professor, Dr. Debra McKeown. Additionally, teachers will teach writing using WriteSteps, an approved Georgia Department of Education Common Core Writing Program. The teachers and students will be immersed in the program by writing through Writer’s Workshop, using rubrics to determine students’ individual strengths and weaknesses, implementing spiraled lessons, providing closing activities and requiring writing products that demonstrate rigor. The principal and instructional coach will provide site-based professional development in the area of 6+1 Writing Traits. Teachers, coaches and the administration will engage in professional development offered by Metro RESA related to increasing student achievement in the core content areas. |

- **The root cause(s) that we discovered for each of the needs are . . .**
  - (How did you get in this situation? What are some causes?)
  - (Need) Implementation of the math curriculum, focusing on problem solving, attending to precision and fluency with math facts. (Root cause) Students do not know basic math facts and struggle with reading the math word problems.
  - (Need) Effectively implementing a balanced literary structure using guided reading as a foundation. (Root cause) – Teachers relied on a reform model (Success for All-SFA) for 15 years and did not engage in guided reading as a way of teaching reading.
  - (Need) Effectively implementing early literacy instruction in grades K-2. (Root cause) – Teachers relied on a reform model (Success for All-SFA) for 15 years and do not currently have a plan for systematic phonics instruction.
  - (Need) Implementing explicit writing instruction—Georgia State University, Write Steps and 6 + 1 Traits. (Root cause) Teachers do not effectively model writing in the various genres for students. Also, teachers spend more time on teaching conventions rather than strategies to get students to effectively express ideas.
  - (Need) Professional development for teachers and administrative staff on explicit writing instruction. (Root cause) Teachers do not effectively model writing in the various genres for students. Also, teachers spend more time on teaching conventions rather than strategies to get students to effectively express ideas.
  - (Need) Writing in various genres, i.e. response to text, persuasive, informational. (Root cause) Teachers do not effectively model writing in the various genres for students. Also, teachers spend more time on teaching conventions rather than strategies to get students to effectively express ideas.
  - (Need) Writing across the curriculum. (Root cause) Teachers are not having students
1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

- to write in all core content subjects. Additionally, not enough time was devoted to actually teaching writing, especially writing across the curriculum.
  - (Need) Implementing science essential labs. (Root cause) Teachers need science tasks, resources and professional development that address the science standards.
  - (Need) Implementing STEM focused lessons and extended activities. (Root cause) Teachers need science tasks, resources and professional development that address the science standards. Also, the shortfall was due to teachers’ limited content knowledge to implement math CCGPS; not teaching to the appropriate level of Blooms in all content areas. Lack of rigor in implementing lessons and inadequate planning for differentiating instruction, higher level questioning, and technology integration in all content areas were also root causes.
  - (Need) Consistent social studies instruction. (Root cause) Teachers need to integrate social studies through literacy (books).
  - (Need) Increase in the number of students scoring in Commendable (Exceeds) level. (Root cause) Teachers are focused on the struggling students and have not engaged above level students in project-based learning geared to critical thinking.
  - (Need) Provide deliberate professional development on reading and mathematics foundational best practices for new teachers and teachers requiring additional support. (Root cause) The new teachers have not been extensively trained in reading and math best practices. Most veteran teachers at Jones have been engaged in SFA or Project Grad Math professional development over the years.
  - (Need) Engaging in high quality professional development provided by RESA. (Root cause) All teachers could benefit from learning strategies to effectively teach the Common Core Curriculum and prepare for the Georgia Milestones Assessment System (GMAS), and to have students mastering science, technology and math.
  - (Need) Increase parental involvement through training and academic support. (Root cause) Parents do not feel that they can effectively contribute to the school because of either past experiences or feelings of inadequacy related to the academic topics.

Observations, assessment data, lesson plans, walkthroughs, and interactions during collaborative planning were used to determine identified causes for not meeting and exceeding standards. In the 2014-2015 school year, more professional development on implementing Common Core Georgia Performance Standards (CCGPS) Teacher Keys standards and elements is needed. Teachers also need continued professional development in preparation for the GMAS. Teachers will be able to use the Teacher Keys rubrics to grow in their areas of weakness. The instructional coaches will provide additional coaching, demonstration lessons, assistance with assessment development and timely feedback to improve instruction. Professional learning communities will be formed around Common Core (text complexity, text dependent questions, increasing the use of nonfiction text and Depth of Knowledge), math, science, reading and writing across the curriculum and reading best practices.

* Required component of SWP as set forth in section 1114 of ESEA
*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

G. The measurable **goals/benchmarks** we have established to address the needs are . . .

**Writing:** To improve student achievement by increasing the percentage of K-5 students to 80% of students scoring at Level 4 (Commendable) on the 6+1 traits rubric. Teachers will be trained by the principal, instructional coach and Georgia State University to analyze student writings with validity and reliability.

Overall, as indicated on the State Longitudinal Data System (2014), more students are meeting and exceeding (see chart below) than last year but they are still lagging behind the state in each content area:

<table>
<thead>
<tr>
<th>Content</th>
<th>Meeting &amp; ExceedingJones *2014</th>
<th>APS *2014</th>
<th>State *2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>89%</td>
<td>91%</td>
<td>95%</td>
</tr>
<tr>
<td>ELA</td>
<td>82%</td>
<td>86%</td>
<td>92%</td>
</tr>
<tr>
<td>Math</td>
<td>71%</td>
<td>73%</td>
<td>84%</td>
</tr>
<tr>
<td>Science</td>
<td>65%</td>
<td>66%</td>
<td>80%</td>
</tr>
<tr>
<td>Social Studies</td>
<td>69%</td>
<td>70%</td>
<td>82%</td>
</tr>
</tbody>
</table>

TKES and CCRPI have forced schools to look beyond the percentage of students meeting and exceeding the standards. Now, the focus is based on the percentage of students making Typical to High Growth. The table below indicates the percentage of 4th and 5th graders making Typical and High Growth in each subject area based on the 2014 CRCT.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>ELA</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th</td>
<td>79%</td>
<td>70%</td>
<td>84%</td>
<td>81%</td>
<td>84%</td>
</tr>
<tr>
<td>5th</td>
<td>60%</td>
<td>45%</td>
<td>43%</td>
<td>52%</td>
<td>32%</td>
</tr>
</tbody>
</table>

Given that the state has moved from the CRCT to the more rigorous and challenging GMAS, the following goals relate to expected student growth according to the GMAS.

- **3rd-5th grades** - Increase the percentage of students making Typical or High Growth by 1% in each of the core content areas based on GMAS (state standardized assessment).
- **K-2nd grade** – Student Learning Objectives (SLOs) via Computer Adaptive. Increase the average student percentile by 15% in Reading Foundations and Math.
- Increase the percentage of students scoring in the Commendable (Exceeds) level, in grades 3-5, by 1%.
- **Increase Lexile Scores in 3rd grade to 650.**

* Required component of SWP as set forth in section 1114 of ESEA
<table>
<thead>
<tr>
<th>*1.</th>
<th>A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Increase Lexile Scores in 5th grade to 850.</td>
</tr>
<tr>
<td></td>
<td>• Increase CCRPI score to from 72.8 to 74.</td>
</tr>
<tr>
<td></td>
<td>*Note-Attendance has become a major concern for the school. According to the SLDS 2012-2013 school year data, students with 10 or more absences jumped from 8% to 20% over the previous year. In 2014, it dropped to 13%. Goal: Decrease percentage of students with 10 or more absences from 13% to 10%.</td>
</tr>
</tbody>
</table>

* Required component of SWP as set forth in section 1114 of ESEA
*2. Schoolwide reform strategies that are scientifically-researched based.

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.

**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 (list strategies to be used)... Our reading program is based on the balanced literacy approach. According to the National Reading Panel students must be proficient in phonemic awareness, phonics, comprehension, fluency and vocabulary. Additionally, students must be proficient in reading and writing. Teachers will teach literacy in a meaningful way through non-fiction and other literary genres. Teachers will implement literacy through the National ELA Common Core standards of Reading Literature Text, Reading Informational Texts, Foundational Skills, Writing and Speaking and Listening. The students will experience literacy instruction through a guided reading model. The teachers will integrate writing through Writer’s Workshop (WriteSteps). All teachers use flexible grouping strategies based on the data within their classrooms. According to Fitzgerald (1999), three principles have been identified in a balanced literacy approach. First, teachers develop students’ skills knowledge, including decoding skills, their strategy knowledge for comprehension and responding to literature, and their affective knowledge, including nurturing students’ love of reading. Second, instructional approaches that are sometimes viewed as opposites are used to meet students’ learning needs; direct instruction in phonics and reading workshop, for instance, are two different instructional programs that are used in a balanced literacy approach. Third, students read a variety of reading materials, ranging from trade books to leveled books with controlled vocabulary and basal reading textbook.

First through second graders at M. Agnes Jones are given an initial individual literacy assessment. This test includes letters and sound recognition, word recognition and comprehension. Additionally, kindergarten through fifth graders are administered the Student Learning Objectives (K-3 via Computer Adaptive) and Computer Adaptive (4th-5th). The GMAS will directly measure the CCGPS/Georgia Performance Standards and student growth in the content areas of Reading, Writing and English Language Arts. Additionally, the Student Learning Objectives measure student growth in Pre-K-Third grade. This data, along with grade level common assessments, authentic performance tasks and teacher observations are used by Jones’ teachers in planning for instructional effectiveness, re-teaching, active learning, differentiated instruction and the use of cooperative learning activities. Strategies used by teachers and taught to students include but are not limited to clarification, summarization and prediction.

* Required component of SWP as set forth in section 1114 of ESEA
2. Schoolwide reform strategies that are scientifically-researched based.

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

The following are examples of the scientifically based research supporting our effective methods and instructional practices or strategies include: the ASCD Core Six researched based strategies including **Reading for Meaning, Compare and Contrast, Inductive Learning, Circle of Knowledge, Write to Learn and Vocabulary’s CODE**. We will also implement daily literacy instructional practice, the Balanced Literacy Approach, and Differentiated Instruction strategies. These researched based strategies will be integrated across the curriculum.

Furthermore, our daily EIP program will provide opportunities for below grade level students to engage in reduced, or pull out, scientifically research-based reading and math sessions daily. Six EIP teachers will support students who have identifiable gaps in reading and mathematics in either reduced or pull-out models.

The Intervention Reading Program is a research-based intervention using Consortium of Reading Excellence (CORE). The program will use multiple measures of reading assessments in phonemic awareness, phonics, vocabulary, fluency and comprehension to determine the needs of the students. Individualized student lessons will be implemented based on their reading assessments. The lessons will include explicit vocabulary instruction, comprehension strategy instruction and decoding skills. Students will be monitored weekly for progress and feedback provided to parents.

The Standards for Mathematical Practice provide a basis for strong math instruction across all grade levels (Pre-K-5th). The Intervention Math Program focuses on finding and correcting students’ mathematics misconceptions. It is based on research that underscores the links among basic skills, problem solving and conceptual understanding. It targets student needs using diagnostic screeners which are correlated to the CCGPS. EIP teachers will utilize pre-tests, checkpoints, post -tests, on-line assessments and reports that can be generated and used by teachers and in turn, shared with parents. Each unit of study engages students in practicing skills, solving problems and learning underlying math concepts that are the foundation of success and achievement in rigorous mathematics courses. It is directly linked to the criteria for mathematics Response to Intervention (RTI) recommended by the What Works Clearinghouse. This intervention program will begin with concepts and topics in the Number and Operations strand.

* Required component of SWP as set forth in section 1114 of ESEA

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

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.

Jones ES will implement a differentiated model based on student need. The intervention is based on the RTI model and it is a three tiered approach. All students who scored at level one (Below 800) in reading and/or math on the GCRT or new students who score below at-risk or below average on the Computer Adaptive reading or math placement assessment will receive intervention tutorial services.

In order to accelerate students and increase percentages in the meets and exceeds level on the SLOs and GMAS, STEM Engagement and Educational Development (SEED) Academy was implemented (Non-Title I funded program). Full potential and academically advanced students are immersed in accelerated performance – based learning in reading, technology and science in an after-school enrichment program. The students were placed according to the GCRT, Computer Adaptive, math common assessments and grade-level diagnostics. The principal will monitor the program and give meaningful feedback. Additionally, students will receive extra support from the Georgia Pacific Buddies, Wednesday tutorials, teacher tutor, Early Intervention initiatives, after school programs and church partnerships. Students are not pulled out from grade level instruction during core subject teaching. If they do miss any classroom instruction, teachers integrate all subjects to ensure mastery of the grade level standards. They also provide differentiated and small group learning opportunities so that each student receives instruction at his/her level.

If a student is pulled out from grade level instruction during core subject teaching, one of the following will occur:

- The student will receive the missed information from the teacher either during the dismissal time or teacher planning time the following morning.
- A peer will assist the student with the missed work.
- The missed work and tasks will be placed in a folder and the student can receive one-on-one instruction from a volunteer in the school.

1. Teachers will use Marzano and CORE Six strategies throughout the instructional day.

Our high level strategies include weekly analyses of CCGPS framework/tasks for the upcoming instructional delivery and subsequently the corresponding student work. Teachers will use data to drive individualized instruction for students. Teachers will differentiate by the content, process, product and/or learning environment. Lesson plans and classroom instruction will be monitored weekly by a member(s) of the instructional leadership staff. Teachers will consistently

* Required component of SWP as set forth in section 1114 of ESEA
2. Schoolwide reform strategies that are scientifically-researched based.

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. Implement CORE Six strategies.

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

Response:

Following (or in our appendices) are examples of the scientifically-based research supporting our effective methods and instructional practices or strategies (cite research that supports selected strategies)…

Jones will continue to focus on the identified areas of weaknesses indicated on the SLO/Computer Adaptive and Georgia Department of Education assessment domain report.

We are drawing on various research to implement our literacy daily instructional practices; such as we know 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 all students in Grades 2-5.

Teachers will 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 Dr. John D. Barge, State School Superintendent, May 2013.
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.

Teachers will also implement cooperative learning and direct instruction in reading comprehension strategies on main idea identification. Stevens, Robert J.; Slavin, Robert E.; Farnish, Anna M. Journal of Educational Psychology, Vol 83(1), Mar 1991, 8-16. doi: 10.1037/0022-0663.83.1.8

According to Silver, Dewing and Perini, Core-Six is a collection of researched-based strategies that will help teachers and students respond to the demands of the Common Core by becoming better at:

- Reading and understanding and using rigorous texts.
- Evaluating evidence and using it to support positions.
- Conducting comparative analyses.
- Finding important patterns and structures built into content.
- Mastering academic vocabulary and integrating it into speech and writing.
- Understanding and contributing to meaningful discussions about content.
- Using writing to advance learning and clary thinking.
- Writing comfortably in the key Common Core text types: arguments, informative explanatory texts, and narratives.

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.

* Required component of SWP as set forth in section 1114 of ESEA
2(c). Use effective instructional methods that increase the quality and amount of learning time.

Response:
We will increase the amount and quality of learning time by (before/after school, summer school, Saturday school, block scheduling)… Strategies planned for students who need “additional time” during the academic school day include: (1) Daily EIP Service- Reading Triumphs and/or Consortium on Reading Excellence - CORE (45-50 min) & Math (45-50 min.), (2) reduced pupil-teacher ratio during Reading/Language Arts & Math instruction (3) extra time on computers with an emphasis on acceleration activities in Reading/Language Arts and Mathematics (IRead and IXL) (4) After school and morning tutoring program for struggling readers in grades kindergarten, first and second and (5) tiered classroom and homework assignments.

Flexible grouping is practiced in all content areas. Students are continuously regrouped based on the data and teacher observations. Teachers will work with students one-on-one or small groups. Students will also work in centers where the deficit skills are remediated.

A teacher tutor will tutor first and second grade students on Monday –Thursday (4 hours a day) in reading and math. A second teacher tutor will work with third, fourth and fifth grade students on Monday –Thursday (4 hours a day) in reading and math.

The school has a “no interruptions” policy, where students have limited disruptions throughout the school day. Intercom announces during the school day must be authorized by the principal or assistant principal.

In order to accelerate students and increase percentages in the average and above average level on the SLOs and Computer Adaptive, Meets or Exceeds on the Georgia Department of Education assessment, SEED Academy (Non-Title I funded program) will be implemented. Students will be immersed in accelerated performance – based learning in technology, reading, mathematics and science. Students will conduct research projects whereby they will use non-fiction texts and create products using IPADS and computers. Students will take photos with digital cameras to enhance their products.

The Intervention Math Program focuses on finding and correcting students’ mathematics misconceptions. It is based on research that underscores the links among basic skills, problem solving and conceptual understanding. It targets student needs using diagnostic screeners which are correlated to the CCGPS. EIP teachers will utilize pre-tests, checkpoints, post -tests, on-line assessments and reports that can be generated and used by teachers and in turn, shared with parents. Each unit of study engages students in practicing skills, solving problems and learning underlying math concepts that are the foundation of success and achievement in rigorous mathematics courses. It is directly linked to the criteria for mathematics Response to Intervention (RTI) recommended by the What Works Clearinghouse.

* Required component of SWP as set forth in section 1114 of ESEA
2(c). Use effective instructional methods that increase the quality and amount of learning time.

Teachers have received training on the following instructional methods:
- Balanced literacy
- Explicit writing instruction
- Implementing framework tasks
- Eight mathematical practices
- CORE Six Strategies (ASCD On-line)
- Standards –based Teaching
- Common Core
- Response to Intervention (RTI)
- Teacher Keys

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:
Data analysis from the Georgia Criterion Referenced Test (GCRCT), SLOs/Computer Adaptive, Grade Level Literacy Assessments, Math Readiness Assessment and content specific pre-tests determined the initial instructional levels of students. The targeted population will be the students that score in the most at risk of failing category. Teachers and instructional leaders will conduct an initial Data Dig in order to analyze specific content domain data. Teachers maintain a data log and performance profile to track students’ progress. Additionally, weekly formative tests are administered to students to ensure that data is driving daily instruction. Furthermore, students are administered grade-level common assessments and the results are analyzed and used to drive individualized instruction for all students. The data team members along with grade level teachers, coached and the administration will continuously review and use data to make decisions regarding student needs. The teams will also gather and analyze perception and demographic data.

Teachers must implement standards-based, integrated, product focused learning units for the Common Core Georgia Performance Standards in the areas of science, social studies, reading/language arts and math. Grade specific Atlanta Public Schools’ pacing calendars will be utilized to ensure that all CCGPS/GPS are standards are taught prior to GMAS, SLO/Computer Adaptive and prescribed Georgia Department of Education testing. A variety of grouping styles will produce activities/projects, which will be used to meet different learning modalities. Some instructional strategies that will be utilized to respond to students needs include:

* Required component of SWP as set forth in section 1114 of ESEA
1. Flexible grouping
2. Learning centers
3. Increased reliance on text-based answers
4. Higher levels of text complexity
5. Increased Depth of Knowledge
6. Use of content-specific nonfiction texts
7. Thinking Maps
8. Cooperative grouping
9. Small group instruction
10. Differentiated Homework
11. Cues
12. Questioning
13. Summarizing
14. Note-taking
15. Peer tutoring
16. CORE Six strategies
17. I-Read
18. IXL Reading/Math

In addition to the listed interventions, Math Instruction will also include:

* Math Frameworks Tasks
* Math Expressions and Math Georgia Textbooks: Resources with assessments of learning
* Teacher Made summative assessments of learning
* Grade Level Common Assessments
* Weekly review of data within collaboration meetings
* Differentiated Instruction implemented during homework assignments
* Websites

Teachers will utilize scoring rubrics to establish expectations for product-focused learning units/performance-based assessments. Students will utilize scoring rubrics as a means of achieving mastery on these assessments. The assessment tasks will be rigorous and based on the three highest levels of Bloom’s taxonomy and Depth of Knowledge. The Learning Focus/Data Team will assist in the planning, developing, and assessing of the curriculum and its correlation to the academic students’ progress.

Technology professional development and support will be provided to teachers by members of the Learning Focus/Data Team, media specialist, district instructional technology specialist and Georgia-Pacific Technology Specialist to plan lessons, model the utilization of technology tools, and to demonstrate how to integrate technology into daily teaching and learning. Teachers will be administered a survey to assess the needs and interests of the instructional staff. The Technology Specialist will work in collaboration with the Learning Focus Team/Data team.

* Required component of SWP as set forth in section 1114 of ESEA
members in order to build capacity within the school. Professional learning opportunities will be on-going to model how technological resources in M. Agnes Jones can be used as an informative and summative assessment tool, the process of instruction, and student projects. A digital camera will be used to capture students engaged in creating their projects. Teachers and students will utilize interactive boards to ensure lessons are engaging and interactive. Technology training will be embedded into staff meetings and during staff development opportunities. Thin Clients, IPADS, Interactive (Promethean) boards/tables and Apple computers will be utilized. Students will also use web-based instructional sites such as Study Island, Accelerated Reader, IRead, IXL and United Streaming to increase the level of content knowledge needed to exceed expectations for their grade level core curriculum.

Technology software will be used to increase student achievement through purchasing a site license for Study Island (reading and math), Reading/Writing A-Z, i-Read, IXL Reading and Math, Brain Pop (reading, math, science, and social studies), etc.

Another method of addressing student achievement is based on students’ assessment data. Instruction will be delivered to accommodate students’ instructional needs as determined in the Learning Focus/Data Team, Collaborative Planning, and Coaching Sessions.

- **Above grade level:** Independent study/research based projects, peer tutoring, book club projects, SEED Academy, Gifted Talent Development Program. * SEED and Gifted programs are funded thru non-Title I funding.
- **On grade level:** math and reading small group targeted instruction, after-school and church tutorial programs, SEED Academy, Georgia-Pacific Buddies
- **Below grade level:** daily tutoring and modified homework, Wednesday after-school tutorial, provision of additional time for completion of tasks, small group instruction, analysis of Georgia Department of Education Assessments/SLOs/Computer Adaptive domain data for targeted instruction

For students at all levels, and in all grouping situations, teachers will include:

A. Hands on projects/activities, graphic organizers, and manipulatives to motivate learning
B. Technology to teach, reinforce, enhance, or extend a particular skill or concept
C. Instructional materials that go beyond the text to strengthen students’ individual needs
D. Learning Units to engage students in integrated activities across curriculum content and standards resulting in quality work and bulletin board display

Materials and supplies will be purchased to support instruction in all core content areas; student literacy center materials (magnetic letters, pocket charts, flashcards, sight word packets, project boards, document readers, flash drives) will be used during center time to extend and remediate skills. Journals and paper will be used for students to write across the curriculum. Math

* Required component of SWP as set forth in section 1114 of ESEA

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manipulatives will be used to create hands on experiences and address different learning styles. All projects and hands on activities will require various materials and supplies including copy paper, writing paper, crayons, markers, project boards, glue, scissors, pencils, pens, chart tablets and ink cartridges.

The Department of Special Education will use data such as IEP goals and objectives, achievement tests, student work, observation, formal and informal assessments, and standardized test results to guide classroom instruction and educational practices to maximize student achievement. Performance standards aligned with CCGPS/GPS standards will be communicated and observable in the classroom based on modifications according to the student’s disabilities. Student work will be scored and analyzed frequently to assess student achievement by IEP goals and objectives progress reports.

### 2014-2015 targeted populations:

1. Third, Fourth and Fifth grade reading students. Our goal is to decrease the percentage of third, fourth and fifth grade students in the Does Not Meet category by 1% on the new GMAS assessment.

2. Third, Fourth and Fifth grade mathematics students. Our goal is to decrease the percentage of third, fourth and fifth grade students in the Does Not Meet category by 1% on the new GMAS assessment.

3. Third, Fourth and Fifth grade science students. Our goal is to decrease the percentage of third, fourth and fifth grade students in the Does Not Meet category by 1% on the new GMAS assessment.

4. Students with disabilities (SWD). Our goal is to decrease the percentage of third, fourth and fifth grade students in the Does Not Meet category by 1% on the new GMAS assessment.

The information outlined in this section provides evidence that our targeted population of students – grades third, fourth and fifth – are monitored by disaggregating formative and summative assessments, as well as attendance data. A consistent emphasis is placed on our academic improvement plans as approved under the Educate America Act. Our school follows the Common Core Georgia Performance Standards, as mandated by the Georgia Department of Education, and all teachers are thoroughly trained in all areas of the state curriculum.

Instruction at M. Agnes Jones will be based on students’ needs as identified through multiple assessments, and identified learning styles to address the achievement gap across the curriculum. Additionally, teachers will differentiate instruction by the content, process,
product and/or learning environment. The Special Education teachers will share modifications, IEP goals, and testing accommodations with general education teachers. They will also create a communication log with general education teachers.

There are opportunities for students needing increased learning time through daily tutorial, Early Intervention Program (EIP), after school tutoring, and church sponsored afterschool tutoring programs.

The Response to Intervention is a framework used to ensure the success of all students. Each tier focuses on curriculum, instruction and assessment, and is used to differentiate strategies for student achievement. If students are not making progress through the Response to Intervention strategies and teacher documentation, tier three establishes Student Support Team interventions and tier four provides specially designed learning through the Gifted Program, ESOL and Department of Special Education.

RTI for M. Agnes Jones students entails:

**Tier 1**
**Standards Based Classroom Learning**
- All students participate in classroom instruction that is researched and standards based; preventative and proactive
  - Balanced Literacy (at least 90 minutes per day).
  - Balanced Math (75 minutes per day).
  - Differentiated Instruction (content, process and product).
  - Common Core Georgia Performance Standards (Frameworks).

**Tier 2**
**Needs Based Learning: Standard Intervention Protocols**
Targeted students participate in instruction that:
- uses established Pre-SST Protocol (collaboration with student, parent, connections teachers).
- enhances opportunities for extended learning through remediation and enrichment (EIP, Tutoring, After School assistance). Transportation will be provided.
- provides frequent progress monitoring.
- addresses developmental needs / cognitive, communication/language, social, behavior, etc.

**Tier 3**
**SST Driven Teaching and Learning**
- Targeted students receive tailored interventions to respond to their needs: Interrelated services, small-flexible group instruction, Individualized assessments (core subjects), psychological evaluations, counseling services, Family Support through the Parent Liaison.

* Required component of SWP as set forth in section 1114 of ESEA
• Frequent, formative assessments based on learning goals.
• Parent support through monthly workshops/parent academies.

Tier 4
Specially Designed Learning (Assessment Based)
Leaders/school organizations ensure that:
• Specialized programs are supported and monitored for student progress (IST, Special Education, Challenge, ESOL, etc.).
• Professional learning for specialized instructional practices is provided.
• Specialized instructional services focus on access to and when appropriate, extension of the CCGPS.
• Demographic trends for identification and placement into and exit from specialized programs are reviewed.

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 finding for Georgia.

Response: Please Note: Title I funds will not be used for field trips.

*3. Instruction by highly qualified professional staff.

Response: One hundred percent of the teachers at M. Agnes Jones are highly qualified. All hold certification in their assigned subject areas and continue staff development and advanced study in the areas of curriculum and instruction and leadership development. One teacher is National Board Certified. The principal of M. Agnes Jones is certified at level 6 in leadership. The assistant principal is certified at level 5 in leadership. They both also hold certifications in reading. The Reading Facilitator is certified in reading, and the math facilitator is certified in mathematics and reading.

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

Response: We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia (use HiQ report and school staff roster and describe how certification deficiencies are being addressed)…

We have worked with Georgia State University, Spelman College, Morehouse College, Clark Atlanta University and other universities to provide internships and practicums for their

* Required component of SWP as set forth in section 1114 of ESEA
*3(a). Strategies to attract highly qualified teachers to high-needs schools.

Student teachers. This gives us the opportunity to work first hand with future teachers and to actively recruit the teachers who are exemplary in their daily teaching practices. One Georgia State University Urban Accelerated Certification and Master’s Program student was hired as full time teachers for the 2014-2015 school year.

We provide interviewees a brochure that identifies the many accomplishments of the students, staff and parents of M. Agnes Jones. The brochure lists the following accomplishments:

- 2008 State of Georgia Governor’s Office of Student Achievement GOLD Award for the greatest gain in students meeting and exceeding standards on the CRCT
- Success for All Ambassador School 2009
- Title I Distinguished School for 8 Years
- Met AYP for 6 Years
- Viable Partnerships with entities such as Georgia Pacific, Shiloh Missionary Baptist Church, Friendship Baptist Church, Two Links Chapters, Warren Memorial United Methodist Church, United Way, Rollins- Atlanta Speech School
- Georgia Pacific Buddy Tutoring
- Clubs, Organizations and After School Activities, i.e. Chess, Diamonds, Boys to Men, Cadre, Links, Chorus, Band, Girl Scouts, Football, Basketball, Cheerleading, Track, Chess
- APS District-wide Art Show Host Site
- Student artwork on exhibit in the State Russia Museum in St. Petersburg, Russia
- Won “Legal Lives” Mock Trial Award through the Fulton County District Attorney’s Office 5 years in a row
- KaBoom Playground recipient
- Georgia State University, Morehouse College, Spelman College and Clark Atlanta University practicums, mentors and volunteers
  - Additionally, our school is a teacher internship site for Clark Atlanta, Spelman College, Morehouse College, and Georgia State University.
- Pre- Kindergarten Program
- Students Optimally Accelerating and Reaching for the Stars (S.O.A.R.S.) Summer Program
- Pre-k- 2nd Grades Early Literacy Focus
- Save the Music Grant recipient- $30,000 from VH1/Ne-Yo
- Atlanta Hawks Read to Achieve recipient
- National Board Certified Teachers on staff
  - State Visitation Site for School Reform (SFA)
  - A+ Partnership Awards (5)

* Required component of SWP as set forth in section 1114 of ESEA
*3(a). Strategies to attract highly qualified teachers to high-needs schools.

- Superintendent’s Special Recognition Partnership Award (2005)
- National Civic Star Award (State of GA -2007)
- Atlanta Families Award for Excellence in Education Recipients (5)

We have accepted the challenge of aiding our students and families in overcoming neighborhood risk factors and having quality education as the norm at M. Agnes Jones. We see this as our mission and purpose. We have recruited highly qualified teachers from the Teach for America Program and from colleges and universities that specialize in urban education programs. Our reputation and our recruitment efforts are strategies that have helped us recruit and retain the best and the brightest and reach new heights in educating those we serve.

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

Response:

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 addresses the root causes of our identified needs. For example, teachers at M. Agnes Jones have participated in various professional development opportunities, including school site-based, regional, district and professional conferences. School based trainings include: Professional Learning Communities, Data Teams, Teacher Keys Training, ASCD On-line, Implementing the Common Core Curriculum, Classroom Instruction That Works, Response to Intervention, Analyzing Test Data and Improving Student Achievement, Differentiating Instruction, Using Formative and Summative Assessments, Assessments For Learning and Assessment Of Learning, Text Dependent Questioning, Text Complexity, Implementing Writing Across the Curriculum and Writer’s Workshop. Additional trainings that our teachers have attended consist of: Monthly Math Misconception Training, Quarterly Math and Science training. The district wide professional development is comprised of Treasures Reading Implementation and Common Core. Teachers have attended Professional Conferences including: Success for All Experienced Site Conference Project Grad Math, Georgia Council of Teachers of Mathematics, National Council of Teachers of Mathematics, International Reading Association, National Association for Black School Educations, Balanced Scorecard, National Black Child Development Institute. Reading and math component meetings are held before school and
*4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.

Professional development for staff to enable all children in the school to meet the state student academic achievement standards. During each grade level’s weekly common planning period. Administrators and teachers attend district trainings on topics such as math misconceptions, science essential labs and writing across the curriculum as well as APS Professional Development, regional trainings and Metro RESA learning opportunities.

Teachers are expected to utilize the Common Core GPS and Teacher Keys standards to guide and maximize bell to bell instruction. The afternoon announcements are broadcasted each afternoon before dismissal at 2:25pm to enforce our no interruption policy during school hours. Teachers are monitored through school, regional and district site visits to ensure bell to bell instruction is followed.

The staff at M. Agnes Jones regularly participates in Professional Development during biweekly faculty meetings, biweekly Learning Focus/Data Team meetings and grade level common planning time periods. During weekly grade level meetings, teachers analyze student work and assessment data and plan collaboratively for upcoming units of study. Over the past two years, staff members have participated in the following site based trainings: Implementing a Standards Based Curriculum, ASCD On-line, What to Look for In a Standards Based Classroom, Analyzing Test Data and Improving Student Achievement, Implementing Writing Across the Curriculum, Developing a Comprehensive Plan for Standards Mastery, Implementing Common Core GPS with Fidelity, Mastering the GCCPS Frameworks, Using Infinite Campus, Vertical Teaming, Crisis Intervention Institute, School Safety and Preparation and Response to Intervention Training. Currently, teachers are engaged in Common Core Standards Academy training and Teacher Keys training. Workshops are designed based upon staff needs and responses to professional development surveys.

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

We have aligned professional development with the State’s academic content and student academic achievement standards by scheduling in-services such as Common Core Georgia Performance Standards, re-delivery of content specific frameworks, writing across the curriculum, Writer’s Workshop, content Unit Building, Writesteps, Writing Self-regulated Strategy Development (SRSD), IRead, IXL and Response to Intervention. The need for these trainings was identified by CRCT data, Writing Assessment data and other formative assessments. 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
*4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.

Achievement of individual students and the overall instructional program in the following ways:

- Drive instruction
- Differentiate instruction
- Monitor content specific scope and sequences and subsequent student mastery
- Classroom observations
- Data Analysis
- Data Driven Instruction
- Surveys

C. We will devote sufficient resources to carry out effective professional development activities that are primarily job embedded and address the root causes of academic problems. For example (money, time, resources, instructional coaches, etc,)

Title I funds have been allocated to purchase materials, supplies and ink (toner) for instructional coaches and principal to provided PD to teachers and staff.

D. We will include 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 by regarding the use of academic assessments including the CRCT or other Georgia Department of Education Standardized Assessment, SLOs/Computer Adaptive, and value added data analysis. The Professional Development Committee will reevaluate the calendar of needed continuous trainings based on goals set by Teacher Keys Self-Assessments, Common Core Georgia Performance Standards, school observations, instructional audits and teachers' needs assessments.

Paraprofessionals provide instruction under the direct supervision of teachers. As mandated by the school system, all paraprofessionals passed a competency test and receive at least an Associates degree in their field. Additionally, paraprofessionals will be provided site-based professional development during the school day.

Several staff members are working on advanced degrees at Georgia State University, Argosy University, Central Michigan University and Capella University.

* Required component of SWP as set forth in section 1114 of ESEA
*4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.

* Required component of SWP as set forth in section 1114 of ESEA
### 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.*

**Response:**

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<tr>
<td><strong>A.</strong></td>
<td>We will involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of schoolwide programs and the school parental involvement policy by involving parents in the planning, review, and improvement of the comprehensive school wide program plan by surveying and using key points from the survey to implement changes. Parents provided valuable input in meetings formed to discuss the plan. Parents assisted in writing the plan. M. Agnes Jones Elementary School, jointly with our parents, has developed a parent involvement policy that addresses our parental involvement needs. This plan has been made available to the school staff, parents and the public. Copies of the plan have been placed in the Parent Center, sent home to parents by their children and disseminated at parent meetings. The plan has also been uploaded to the school website.</td>
</tr>
<tr>
<td><strong>B.</strong></td>
<td>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 available to the local community, by posting an updated and revised plan in the parent center and uploading a copy to the school’s website.</td>
</tr>
<tr>
<td><strong>C.</strong></td>
<td>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, the parents’ requirements and the school parental involvement policy, the schoolwide plan, and the school-parent compact and encourage and invite all parents of participating children to attend by encouraging parents to participate in school activities, visit the school and establish positive working relations with their child’s teacher. Grade levels have parent meetings that address issues such as the CCGPS standards–based curriculum. To promote parent engagement, the school sends home periodic newsletters, keeps monthly communication phone logs, invites parents to visit classes, surveys parents, encourages parents to eat lunch or breakfast and encourages attendance at programs. We have provided light fare at the majority of our PTA meetings in order to increase parents’ attendance at the monthly meetings. Additionally, M. Agnes Jones also has implemented a Parent Academy. The Technology Specialist facilitates the Parent Academy by offering several technology courses. The parent liaisons will also sponsor monthly parent workshops centered on academic issues that encourage parents to support their children at home.</td>
</tr>
<tr>
<td><strong>D.</strong></td>
<td>We will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, transportation, child care, or home visits,</td>
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* Required component of SWP as set forth in section 1114 of ESEA

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as such services relate to parental involvement by offering activities at different times of the day and on weekends to maximize participation. Parents are engaged through the Parent Teacher Association, Local School Council, and SNAPPS. Parents are welcomed to visit the school and develop a working relationship with their child’s teacher. Additionally, they can utilize the Parent Center which houses parent education materials, a conference table and computer. The Parent Center is located in room 105.

E. We will provide parents of participating children with timely information about the Title I program, a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet, and provide opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child, and respond to any such suggestions as soon as practicably possible, by implementing strategies used to increase the level of communication between school and home include: (1) Quarterly newsletter – “The Rams Reporter,” (2) PTA meetings, (3) Student of the Month, (4) parents as room parents, (5) Annual parent feedback surveys, (6) local school council participation, (7) weekly progress reports, (8) Monthly Save the Date Notices, (9) Marquee Displays.

F. We will jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state’s high standards by having the parents and the school meet to decide the expectations for the school, parent and student. The school-parent compact will go home with every student. Feedback from parents will be welcomed and used to inform decisions.

G. 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 meeting with parents during parent nights and individually to share and discuss the grade level academic standards. The parents will be provided information regarding the actual CCGPS/GPS though website links in parent communications and copies of the CCGPS/GPS in the parent center. Additionally, parents will receive training on assessments during parent meetings. Parents will receive information on SLOs/Computer Adaptive and GMAS or other Georgia Department of Education Standardized Assessment.

   Parents whose children require alternate assessments will begin a parent workshop on the assessments prior to it being administered.

* Required component of SWP as set forth in section 1114 of ESEA
Parents will be provided progress reports, report cards and information regarding access to the Parent Portal to monitor their child’s progress. Parent conferences will be conducted by teachers and two-way communication is an expectation between school and home.

H. We will provide materials and training to help parents to work with their child to improve their child’s achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by hiring a full time parent liaison is encouraging parents to attend parent workshops that relate to supporting their children through the core content areas. The parent liaison provides project boards, paper, crayons and markers to parents that help in supporting the children completing assignments outside of the regular school day. The parents are able to utilize the computer in the parent center to support their child(ren)’s academic needs.

I. We will provide training to educate the teachers, pupil services personnel, principal, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and the school, by conveying to parents that they are a vital part of the decision making at M. Agnes Jones. Parents are invited and encouraged to identify parent programs that they feel are useful and meet their needs in supporting their children. Additionally, the school is providing parent trainings related to the core content areas. Parents and school are meeting during PTA and Local School Council meetings to ensure decisions are being made together and information disseminated to all parties.

J. We will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by contacting community preschools and Head Start programs to solicit support in involving their parents in M. Agnes Jones activities and resources. Newsletters will be shared with these entities and invitations to events such as Fall Festival, curriculum nights, parents meetings and PTA meetings.

K. We will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand, by ensuring that all communication is understandable to all parents. We will send home written messages, e-mails, school newsletter and calling posts event notifications in other languages when the need arises.

* Required component of SWP as set forth in section 1114 of ESEA
L. We will provide full opportunities, to the extent practicable, for the participation of 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 in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand, by ensuring that all communication is understandable to all parents. We will send home messages and event notifications in other languages when the need arises.

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

Response:
We will plan activities for assisting preschool children in the transition from early childhood programs. We have also included transition plans for students entering middle school or high school and for students entering from private schools including students entering our school throughout the school year . . .

A. M. Agnes Jones offers a regular pre-school program for students in the immediate community. We also offer a special education (PNC) kindergarten/first grade program at the school. These students attend kindergarten at the school. The pre-school class is located next door to our kindergarten classes thus allowing teachers to plan together as both follow the prescribed state curriculum. Early childhood program coordinators from neighborhood early
learning centers meet twice yearly with the M. Agnes Jones principal, pre-school and kindergarten staff to ensure skills taught are in preparation for kindergarten readiness. In addition, parents and students of the early learning centers and private schools are invited to our open house for entering kindergarteners and given summer skill packets to ensure transition is smooth and student have needed pre-requisite skills for the kindergarten.

A summer early reading initiative, Students Optimally Accelerating and Reaching for the Stars (S.O.A.R.S.) has been developed to provide students in preschools, neighborhood nurseries, private schools and school pre-k programs to receive additional support in transitioning to kindergarten. The program is funded by United Way, Casey Foundation, Morehouse School of Medicine and Rollins (Atlanta Speech School).

Each spring, fifth graders transitioning to middle school visit classes at Brown Middle School. During these visits, students learn middle school procedures, observe students changing classes and meet teachers and administrators. Additionally, the principal from the middle school speaks to M. Agnes Jones parents during PTA meetings to share highlights from their academic programs and invite our students to special events at the middle schools. For students entering during the course of the year, they and their parents will be provided with orientation information, school expectations and district guidelines.
*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.

**Response:**
The ways that we include teachers in decisions regarding use of academic assessments are . . .

Data analysis from Georgia Criterion Referenced Test (GCRCT), SLOs/Computer Adaptive, Math Readiness Assessment and content specific pre-tests determined the initial instructional levels of students. Teachers and instructional leaders conducted an initial Data Dig in order to analyze specific content domain data. Teachers maintain a data log and performance profile to track students’ progress. Based on Data Dig results teachers decide and develop, weekly formative tests that are administered to students to ensure that students needing additional support receive it based on their individual data. Therefore, individual student needs are being met on a consistent and timely basis.

Data from eight week reading assessments, math checks, grade level common assessments, web-based assessments and teacher made test will be used by teachers, students and leadership to guide instruction and meet the individual needs of students. Teachers must ensure flexible student grouping. Teachers will be trained on the different learning styles. The leadership team will ensure teachers are assessing student readiness/ability, interests and talents, learning profiles, and activating prior knowledge by reviewing student portfolio for documentation. The instructional leadership team will monitor lesson plans, learning units and classroom activities to ensure instruction is differentiated according to student needs, learning styles and learning time. Teachers will receive professional development on differentiated instruction based on classroom observations and formative and summative data. Teachers will implement learning centers and differentiate homework to ensure that the individual students’ needs are being met. Teachers will be given a list of low and high impact differentiated instructional strategies provided by the Common Core Georgia Performance Standards differentiated instruction training module.

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

8(a). Measures to ensure that student’s difficulties are identified on a timely basis.

**Response:**
We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely, and additional assistance. Those activities are (especially for those...
students who are struggling)…

Strategies planned for students who need “additional time” during the academic school day include:

- Daily Tutoring
- Response –to- Intervention (RTI)
- Remediation activities during learning centers
- Reduced pupil-teacher ratio during Reading/Language Arts & Math instruction
- Extra time on computers with an emphasis on remediation activities in Reading/Language Arts and Mathematics
- Tiered classroom and homework assignments
- Individual Counseling

An initial reading assessment is given to each child entering or re-entering M. Agnes Jones at the beginning of the year as well as throughout the year. First grade students are given an individual assessment. This test includes letters and sound recognition, word recognition and comprehension. Second through fifth graders are given the SLOs/Computer Adaptive when entering and re-entering. The SLO/Computer Adaptive and Georgia Criterion Referenced Competency Tests directly measure the Common Core Georgia Performance Standards in the content areas of Reading and English Language Arts. This data, along with grade level common assessments, authentic assessments and teacher observations are used by Jones’ teachers in planning for instructional effectiveness, re-teaching, active learning, differentiated instruction and the use of cooperative learning activities.

Initial assessment for mathematics instruction takes place after use of a comprehensive placement test, covering skills taught in the previous grade. Data from the SLOs/Computer Adaptive, Georgia Criterion-Referenced Competency Test or other Georgia Department of Education Standardized Assessment and the Final 8-Week Assessment measures the level of mastery of the Georgia Performance Standards. Information generated is used to document student performance in meeting, exceeding, or falling below standard in each domain tested and allows teachers to plan and reach all students. Data from each 8-Week Assessment is used to assess strengths and weaknesses and to guide instruction, group students for intervention and challenge, and meet the individual needs of students. Determining each child’s understanding of

* Required component of SWP as set forth in section 1114 of ESEA
skills helps teachers engage students with special needs and interests.

Additionally, students in grades 2-5 are continuously assessed on the technology-based Study Island program in all tested content areas.

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

Response:

Based upon data and teacher observations, professional learning sessions will be conducted weekly by the instructional leadership team, teachers, Digital Integration Specialist, ASCD Online, and outside resources to address the needs of the instructional staff. Early literacy instruction, Eight Standards of Mathematical Practice, Georgia Performance Standards, GMAS, 6+1 Writing, research-based best practices, math, science and Common Core Standards will be the focus of the 2014-2015 professional learning. Training will be provided to teachers to address students who are struggling in the core content areas. Teachers will receive training to work with students who are struggling in reading in areas such as phonemic awareness, phonics, fluency, vocabulary and reading comprehension.

All faculty and staff will participate in blended learning activities provided by Common Core Academy online training and ASCD throughout the year. In each of the identified courses for the 2014-2015 school year, there is a specific module that targets strategies for supporting learners that do not grasp the content. The school leadership team provides teachers with implementation expectations from each of the courses that include implementing specific strategies to identified remediation and accelerated learners.

A professional learning community will be sustained by the principal, support team, Learning Focus/Data Team and teachers. Weekly learning professional sessions increase the knowledge and skill level of the staff. The staff submits an evaluation of formal sessions. The support staff follows up with observations of the implementation of the professional learning session’s topic, i.e. questioning.

8(c). Parent-Teacher conferences that detail what the school will do to help the student.

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what the parents can do to help the student and additional assistance available to the student at the school or in the community.

Response:

During the conferences, parents will be informed of opportunities to engage in academic workshops designed to support students who are struggling in one or more content areas. Parents will communicate with teachers on a consistent basis in order to provide adequate home support on academic topics. The parents will become actively involved in the school by volunteering hours at the school, i.e. assist with dismissal, and serve in classrooms. Parents will ensure their child(ren) are reading for at least 20 minutes a night and completing all homework assignments.

All teachers are expected to conduct quarterly parent teacher conferences. During parent and teacher conferences discussions will revolve around expectations for the school year and available resources to address academic, social and emotional development of the student. Teachers will provide parents with detailed information about student progress, strategies for supporting student learning and available school support. All faculty and staff, administration and instructional coaches will be available for parent/student conferences.

Academic resources available to students include, GP Buddies, Wednesday Tutorial with after school bus transportation, and SEED Academy. Local community churches, Shiloh Baptist and Friendship Baptist also provide tutorial services for community children.

To help in the social development of our students we provided opportunities through Boys to Men, Girls Scouts, Dance Team, Chess Club, Student Council and Safety Patrol. These clubs are open to students at various grade levels.

The emotional care of our students is provided by a full time counselor, Student Support Team, a school social worker and school psychologist. These resources provide weekly guidance lessons, individual counseling, crisis intervention, therapy and evaluation for special education services.

Parents will be advised of the need for parental involvement. To assist in this effort the Counselor and Home School Liaison will provide monthly activities (Moms and Muffins, Dads and Donuts, Grandparents Day, Guest Speakers, volunteer recruitment, etc.) to involve parents in the education of their children. The Counselor and Home School Liaisons will coordinate an end of the year Parent Appreciation Luncheon to recognize parental involvement. The Counselor will meet with individual parents to provide behavior strategies that can be used at home and at school. Parents will be referred to community resources to help them provide emotional and educational support for their children. To maintain open communication, parents can expect 3 teacher contacts per month, quarterly newsletters, and weekly teacher updates. During these contacts teacher and parent can follow-up on any academic, social and emotional services their

* Required component of SWP as set forth in section 1114 of ESEA

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children are receiving.

During the parent conferences we will do the following to ensure effective involvement of parents and to support a partnership among the school, parents, and the community:

- Provide assistance to parents in understanding the state’s academic content/achievement standards, state and local academic assessments, monitoring a child’s progress and working with educators to improve the achievement of their children
- Provide materials and training to help parents work with their children to improve their achievement (literacy training, using technology)
- Provide referrals to community agencies (social, emotional, housing, food)
- Educate school personnel on how to communicate and involve parents as equal partners
- Review the Parent Teacher Compact during conferences

*9. Coordination and integration of federal, state, and local services and programs.

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

M. Agnes Jones Elementary School coordinates and integrates Federal, State, and local services and programs. Our school receives funds through various funding sources, which includes Title I, Part A, Title I Part A, Title II, Part A, and the Early Intervention Program (EIP).

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

Response:

M. Agnes Jones Elementary School coordinates and integrates a variety of Federal, State, and Local Services and Programs. For example we use Title I with our Early Intervention Program, and Title II funds for Professional Development.

* Required component of SWP as set forth in section 1114 of ESEA
Following are our listing of Federal, State, and local services and programs and a full explanation of how we are coordinating and integrating those services and programs.

### Coordination & Integration of Federal, State and Local Programs

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Program Description</th>
<th>School Use</th>
</tr>
</thead>
</table>
| Federal Title I | 2 Instructional coaches:  
- 1 Reading/Social Studies Coach-Darlene Natson $90,414.45 (Lawson # 102656)  
- 1 Math/Science Coach- Christopher Gomillion $75,345.90 (Lawson# 101313). | - Home School Liaison  
- The Home School Liaison will: ensure student achievement and success by increasing active participation on all grades through providing 2-way communication related to early grades, i.e. literacy strategies such as print concepts will be highlighted in a home communication piece, collaborating between parents, school and the community and providing parents and families resources for early grades. |
| State Early Intervention Program (EIP) | EIP Teachers: Early Intervention Program teachers support students who are below grade level in reading and mathematics for at least 45-50 minutes daily. | Instructional Resources: Books, manipulatives and Other instructional resources are used to work with below grade level students in reading and mathematics. |

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

<table>
<thead>
<tr>
<th>Local</th>
<th>General</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Salaries</strong> – Non-Title I Teachers and other staff are paid from general funds.</td>
</tr>
<tr>
<td></td>
<td><strong>Supplies and Materials</strong> - 550 students: Paper, ink cartridges, pens, markers, chart tablets, project boards, thumb drives, document readers, learning aides for reading, math, science and social studies, math manipulative kits. Instructional resources align to the standards for reading, math, science and social studies. Students and teachers will use the supplies/resources daily in reading, math, science and social studies.</td>
</tr>
<tr>
<td></td>
<td><strong>Georgia Pacific</strong> – Business partner donates human capital, field trip funds and faculty staff incentives. Also, provides tutoring and mentoring to students.</td>
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<td></td>
<td><strong>Georgia State University</strong> - Provides professional development to teachers.</td>
</tr>
<tr>
<td></td>
<td><strong>Shiloh Missionary Baptist Church</strong> - Provides tutoring and mentoring to students.</td>
</tr>
<tr>
<td></td>
<td><strong>Friendship Baptist Church</strong> - Provides tutoring and mentoring to students.</td>
</tr>
<tr>
<td></td>
<td><strong>Links, Dogwood City Chapter</strong> - Provides health and wellness activities to the after school program.</td>
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<tr>
<td></td>
<td><strong>YMCA, Arthur M. Blank</strong> – Provides health and wellness activities after school.</td>
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<tr>
<td></td>
<td><strong>United Way</strong> – Provides early literacy support to students and professional development to teachers.</td>
</tr>
</tbody>
</table>

* Required component of SWP as set forth in section 1114 of ESEA

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Georgia Department of Education
Title I Schoolwide/School Improvement Plan

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

Response:

The principal, support staff and the Learning Focus Team will meet to plan and ensure that Title I is aligned with instructional priorities and school targets as outlined in the school-wide plan. The funds will be utilized to support supplemental materials/resources for student instruction, and teacher professional development. In addition Title I resources will be used to fund materials for academic parent workshops and the tutorial program. The tutorial program will support students in core content areas and project-based learning on each Wednesday. Students will research science related topics and create an authentic product using technology as a vehicle. General funds will be used for student and teacher supplies and personnel salaries. Funding from community groups will provide tutoring and mentoring services for students.

The Title I funds are used to support scientifically researched-based interventions, coaches, materials and content related professional development.

9(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.

Response:

Our school does not benefit from these funds.

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

Response:

State mandated tests are discussed and interpreted with parents at parent/teacher conferences, quarterly grade level parent academies and PTA meetings. The teachers require parents to sign up for one on one conferences in order to review and discuss the students’ strengths and challenges as well as how support will be provided to the student. Resources will be shared with parents that will allow for more home support. Additionally, GMAS or other Georgia Department of Education Standardized Assessment scores are sent home to parents.

* Required component of SWP as set forth in section 1114 of ESEA

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

**Response:**

The GMAS results may be lagging slightly this year according to the Georgia Department of Education. The results are disaggregated at the state level for all students and for each sub-group within a school. Parents will be provided with a copy of their child’s test results as soon as they are received and teachers receive their classes’ performance. At the beginning of the school year, teachers receive the previous year’s test scores of each student and conduct an initial Data Dig to analyze specific content domain data in their classroom. Teachers also analyze Computer Adaptive data to determine Lexile scores and take pre and post SLOs to measure growth.

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

**Response:**

The Georgia Milestones Assessment System (GMAS) or other Georgia Department of Education Standardized Assessment is a statewide assessment. Validity and reliability have been established at the state level. The assessment results are disaggregated at the State level based on the Student Information System. The number of students marked as Economically Disadvantaged on the GMAS or other Georgia Department of Education Standardized Assessment matches the number of students who qualify for free or reduced lunch at M. Agnes Jones.

When the GMAS or other Georgia Department of Education Standardized Assessment test results are returned to the school, the administration and teachers disaggregate the data for all sub-groups within the school. The teachers meet with the principal to look at class and individual student data. Teachers will also receive GMAS or other Georgia Department of Education Standardized Assessment data on the students they previously taught. The data will be analyzed and used for vertical planning. The data is also included in Infinite Campus (IC) and the State Longitudinal Data System (SLDS). SLDS is a Georgia State student tracking electronic system that enables school personnel to have all of the vital information regarding a student, including CRCT, GMAS or other Georgia Department of Education Standardized Assessment scores.

* Required component of SWP as set forth in section 1114 of ESEA

Response:

M. A. Jones’ communication media (newsletters, weekly parent notes, website, and marquee) will announce locations where data will be available for viewing. In addition to communication media, disaggregated data results will also be made available for viewing during monthly PTA meetings, grade level parent meetings, and community meetings.

Disaggregated data results will be displayed on bulletin boards located outside of the main office, printed in the school newsletter, posted on M. A. Jones website, APS and Georgia Department of Education websites and printed in the Atlanta Journal. Furthermore, the disaggregated test data will be available in the parent center.

Disaggregated test data results are shared with parents at PTA meetings, grade level parent academies, school website and on the school marquee. Parents receive individual student results from their child’s teacher. The public receives the information via the APS and Georgia Department of Education websites.

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:

The M. Agnes Jones Elementary school wide plan was developed during a one year period in FY99 and the plan is revised on an annual basis.

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).

Response:

As listed below:
Margul Retha Woolfolk Principal
Melanie Johnson Assistant Principal

* Required component of SWP as set forth in section 1114 of ESEA
Darlene Natson  | Reading and Social Studies Coach  
Christopher Gomillion  | Math and Science Coach  
Petrina Howard  | Counselor  
Charlotte Sanford  | Lead Special Education Teacher  
Alicia Walton  | Teacher (Kindergarten)  
Doris Freeland  | Teacher (1st)  
Lindsey Rutledge  | Teacher (2nd)  
Chelsea Vines  | Teacher (3rd)  
Ann Hill  | Teacher (4th)  
Pamela Kirkland-Pearson  | Teacher (5th)  
Iris Quinones  | Spanish Teacher  
Michael McMillian  | Georgia Pacific School-based Technology Specialist  
Chris Joiner  | Parent (Co-PTA President)  
Davida Reed  | Parent (PTA Secretary)  
Telleha Howard  | Georgia Pacific  
Ms. Dixon  | Friendship Baptist Church  
Patrick Cameron  | Home School Liaison  
Shameika Corbin  | SST/RTI Coordinator/PBIS Coach  

* Required component of SWP as set forth in section 1114 of ESEA
16. Plan available to the LEA, parents, and the public.

**Response:**

The Title I School-wide Plan will be made available to the Office of Federal Grants and Program Compliance and the Executive Director’s office electronically for review and filing. Parents will be informed that the entire plan will be kept in the main office and Parent Center. It is available for review upon request. All parents will receive a summary of this plan and it is on file in both the APS Title I and Regional office. Parents are informed at PTA meetings as well as at district parent meetings that we are a Title I school. Office of External Programs will have a copy of the plan.

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.

**Response:**

At the current time, English is the language of the significant percentage of parents at M. Agnes Jones Elementary School, but if in the future another language is the language of a significant percentage of the parents, the plan will be translated into that language.

18. Plan is subject to the school improvement provisions of section 1116 of ESEA as amended by Georgia’s ESES Flexibility Waiver.

**Response:**

This plan is subject to the school improvement provisions of section 1116.

School-wide planning teams work collaboratively to analyze to assessments to determine the strategies, programs and funding needed to help students meet state standards. Additionally, the data coach and data team ensures that data is accurate and that teachers are using these formative assessments to drive their daily instruction.

The School Wide Team and the Learning Focus/Data Team are comprised of the same members. The team completed a needs assessment of the students at Jones. CRCT, SLOs/Computer Adaptive, grade-level common assessments and teacher made assessments were used to determine the needs of targeted students. The teams worked collaboratively to determine which measures and strategies would be put in place. We decided on the

* Required component of SWP as set forth in section 1114 of ESEA
following:

- All students will be invited to attend Wednesday tutorial where the focus is on reading/writing/mathematics.
- Selected connections teacher will provide small group tutorial services for identified students.
- Professional development would be given in the area of writing, early literacy and mathematics by the reading coach and the strongest mathematics teachers, Principal, Assistant Principal and Math Coach.
- Principal, Assistant Principal, Math Coach and Reading Coach will monitor the tutorial sessions, use of common writing and mathematics assessments, and teacher commentary to determine progress of our goals.

Learning Focus/Data Team. Modifications will be made where necessary.

* Required component of SWP as set forth in section 1114 of ESEA